Introduction

The U.S. Army Military District of Washington is pleased that you and your students will be attending Spirit of America in September. Performed in the tradition of both a military review and a large-scale theatrical production, this free show teaches history, common values and American musical heritage. Few live shows done today can deliver in two hours all that your students will experience at Spirit of America through narration, pageantry and music. Our goal is to provide the audience with a better understanding of how the U.S. military has shaped American history and to commemorate the brave actions of ordinary men and women who helped preserve the freedoms we enjoy today.

The show does not try to teach a specific philosophy or ideology, but rather is an attempt to reveal one aspect of American history, that of the Soldier, who comes from all walks of life, all parts of our land, freely giving the country their talents and skills while answering the "call to duty."

Performing in the show are more than 300 active-duty Soldiers of the U.S. Army's premier musical organization, The U.S. Army Band, known as "Pershing's Own," and the oldest active-duty infantry regiment in the country, The 3rd U.S. Infantry, known as The Old Guard. Also featured are The Caisson Platoon, The Fife and Drum Corps and The U.S. Army Drill Team. The two-act show creatively combines numerous historical reenactments with inspiring performances by elite ceremonial units.

In preparation for your visit, the U.S. Army Military District of Washington is providing this Teacher's Guide to supplement the historical scenes that are addressed in the show. Teachers of social studies, history, civics, music, drama and JROTC will find the show beneficial in creatively connecting and helping students understand the key historical moments in American history. The U.S. Army Band, the U.S. Army Drill Team, the Caisson Platoon, and the Fife and Drum Corps will inspire students interested in music, band, drill teams and chorus. This guide is designed to supplement your course textbooks, as well as encourage your students to do further research on their own. We hope this will aid you and your students so that they may have the most rewarding experience possible at the show.

The Teacher's Guide is prepared by the U.S. Army Military District of Washington Public Affairs Office. The material is compiled from various educational websites and historical institutions and organizations such as the U.S. Army Center of Military History (www.army.mil/cmh-pg) and the National Center for History in the Schools (https://nchs.usla.edu).

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NCHS Partnership

The Military District of Washington is proud to partner with the National Center for History in the Schools to develop this Spirit of America Teacher's Guide that corresponds with their national standards of learning.

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HISTORY STANDARDS

NCHS is a non-profit organization and the home of the National Standards for History, Revised Edition (1996) and National Standards for History, K-4, Expanded Edition (1994) as well as the companion volumes Bring History Alive! A Sourcebook

for Teaching World History, Bring History Alive! A Sourcebook for Teaching U.S. History, and Lessons from History: Essential Understandings and Historical Perspectives Students Should Acquire. The full text of the standards is made available at http://nchs.ucla.edu/standards/ for students, teachers, curriculum developers, as well as home study.

The development of the History Standards was administered by the National Center for History in the Schools at the University of California, Los Angeles under the guidance of the National Council for History Standards. The standards were developed with funding from the National Endowment for the Humanities and the U.S. Department of Education. This publication does not necessarily represent positions or policies of the United States government, and no official endorsement should be inferred. This publication may be freely reproduced and distributed for educational and research purposes.

TEACHING UNITS

NCHS has published more than 70 spiral-bound U.S. and world history *Teaching Units*. Created by classroom teachers working with academic scholars, each unit is organized around primary documents and includes several lessons with teacher instructions and handouts. All of the units have been put to the test in actual classrooms and because they are reproducible for classroom use, they remain an affordable option for classroom and home use.

Content and Organization of NCHS Teaching Units

Within each unit you will find: Teaching Background Materials, including Unit Overview, Unit Context, Correlation to the National Standards for History Unit Objectives, and an introduction to the unit with background historical information, a "Dramatic Moment"; and Lesson Plans with Student Resources. Each unit, as we have said above, focuses on certain key moments in time and should be used as a supplement to your customary course materials. Although each unit is recommended for certain grade levels, they can be adapted for other grade levels.

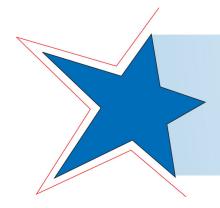
The Teacher Background section should provide you with a good overview of the entire unit and with the historical information and context necessary to link the specific Dramatic Moment to the larger historical narrative. You may consult it for your own use, and you may choose to share it with students if they are of a sufficient grade level to understand the materials.

The Lesson Plans include a variety of ideas and approaches for the teacher which can be elaborated upon or cut as you see the need. These lesson plans contain student resources which accompany each lesson. The resources consist of primary source documents, any handouts or student background materials, and a bibliography.

In their series of teaching units, each collection can be taught in several ways. You can teach all of the lessons offered on any given topic, or you can select and adapt the ones that best support your particular course needs. NCHS has not attempted to be comprehensive or prescriptive in their offerings, but rather to give you an array of enticing possibilities for in-depth study, at varying grade levels. NCHS hopes that you will find their lesson plans exciting and stimulating for your classes.

Spirit of America joins with the NCHS in hoping your students will never again see history as a boring sweep of facts and meaningless dates but rather as an endless treasure of real life stories and an exercise in analysis and reconstruction.

To learn more about NCHS Teaching Units please visit their website at http://www.sscnet.ucla.edu/nchs/.

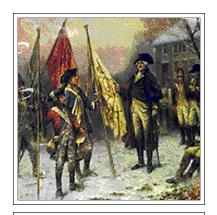


"Protect and Defend"

American Revolution to Rebuilding a Nation.

The American Revolution

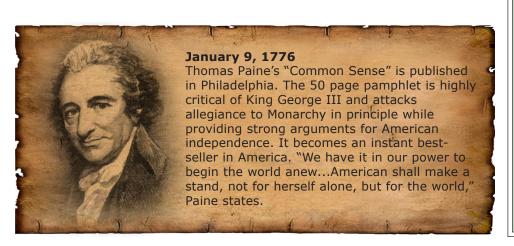
The American Revolution, viewed from its results, was one of the greatest movements in human history resulting in the birth of the first successful federal government in history, a government that was destined to expand to the western ocean within a century and to grow into a nation of vast wealth and power with the potential for greater things.



On April 19, 1775 fighting began at Lexington, Mass. and nearby Concord. British strategy called for crushing the rebellion in the North. Several times the British nearly defeated the Continental Army.

But victories at Trenton and Princeton, N.J., in late 1776 and early 1777 restored patriot hopes, and victory at Saratoga, N.Y., which halted a British advance from Canada, led France to intervene on behalf of the rebels.

In 1778, fighting shifted to the South. Britain succeeded in capturing Georgia and Charleston, S.C., and defeating an American army at Camden, S.C. Yet bands of patriots harassed loyalists and disrupted supply lines, and Britain failed to achieve control over the southern countryside before advancing northward to Yorktown, Va. In 1781, an American and French force defeated the British at Yorktown in the war's last major battle.





Did You Know?

Paul Revere Never Completed His Journey!

On the evening of 18 April 1775, Paul Revere was instructed to ride to Lexington, Massachusetts to warn Samuel Adams and John Hancock that British troops were marching to arrest them, and then ride on to Concord. Riding a horse that he borrowed from his friend Deacon John Larkin, he alarmed the countryside, stopping at each house, and reached Lexington at midnight.

After delivering the message, Revere was joined by William Dawes, who had been sent on the same errand by a different route. On route to their next destination, Concord, Massachusetts, where weapons and supplies were hidden, they were joined by Dr Samuel Prescott.

At 1am, they were arrested by a British patrol, but Prescott and Dawes managed to escape.

Paul Revere's legacy is one of courage, strength and tenacity. Although he did not make his intended journey, his warnings successfully allowed the militia to repel the British Troops. His brave efforts make him one of the most memorable figures of the American Revolution.

5th to 8th Grade

Lesson 1

I. Interviews:

The students are to create mock interviews with important figures during the American Revolution such as: Paul Revere, Ethan Allen, George Washington, Peter Salem, Sons of Liberty, etc. Students can do any type of interview, a news report, one-on-one interview, taped interview, etc. Each student must have at least 10 questions.

II. Discussions:

Have students form into groups such as the British, American colonists, the French, the Indians, or others that were involved with the Revolution. The students can explain the role of their group before and after the war, discuss why their group fought, and explain ways their group could have avoided fighting. Another possibility for the discussion group is to organize debates. Whether doing a discussion or debate, have students write thoughts on poster board, addressing each of the previous questions and other ideas the group discussed. Must be at least 10 minutes.

III. Role-Playing:

Have students act out certain events that took place in the Revolution such as the Boston Massacre, the Boston Tea Party, the Sons of Liberty, etc. The play should include a written dialogue, a setting and/or background, and if possible costumes. Must be at least 10 minutes.

IV. Biographies:

The students are to create biographies on important women figures during the American Revolution. The students can either draw pictures, write a book, create poems, etc. The report must have a cover page, body, and a conclusion.

9th to 12th Grade

This lesson is designed to analyze the pamphlet "Common Sense" by Thomas Paine and investigate its impact on colonial thinking. Considering the situation in the colonies in January 1776, Paine felt that independence was the only solution. America must be free and to be free she must be independent. The pamphlet was aimed at the common people. It attacked England, its institutions, and the King. A copy of "Common Sense" can be found at http://earlyamerica.com.

Objectives:

- 1. The student should be able to analyze a primary source document ("Common Sense") and place its importance in the context of the time period by understanding causes and effects.
- 2. The student will research the time period called "The Enlightenment" and discuss its impact on the thinking of Thomas Paine.

In preparation for this discussion students should have read excerpts from Thomas Paine's "Common Sense." Ask students to explain in general terms the importance of Thomas Paine and "Common Sense" in the context of the period 1763-1776. Why would his writing be considered "revolutionary" literature?

The following is a number of questions that students can consider before, during, or after the Thomas Paine and "Common Sense" Lesson Plan.

- 1. On what basis does Thomas Paine demand independence from the Empire?
- 2. How does Paine dispose of the arguments in favor of continued membership in the British Empire?
- 3. What reasons does he offer that this course is necessary?



Era 3 Standard 1A

The student understands the causes of the American Revolution. ..

Also See: Era 3 Standards 1B, 1C, 2A & 2B

Grade Level/Therefore, the student is able to

- 5-12 Compare the arguments provided by defenders and opponents of the new imperial policy on the traditional rights of English people and the legitimacy of asking the colonies to pay a share of the costs of empire.
- 5-12 Reconstruct the chronology of the critical events leading to the outbreak of armed conflict between the American colonies and England.
- 7-12 Analyze political, ideological, religious, and economic origins of the Revolution.
- 9-12 Reconstruct the arguments among patriots and loyalists about independence and draw conclusions about how the decision to declare independence was reached.

The Battle of New Orleans

In 1814, the Southern portion of Louisiana including the prized city of New Orleans was home to a diverse group of individuals including French, Creole, and African peoples, all endeavoring to seize the new land's promise of prosperity and personal freedom. This piece of land also occupied a strategic place on the military map for both American and British troops. Just 100 miles to the mouth of the Mississippi and near the Gulf of Mexico, New Orleans became the target of British troops who sent more than 50 ships to transport 10,000 veteran troops from Jamaica to seize the city. For protection, the citizens of Louisiana looked to Major General Andrew Jackson, known to his men as "Old Hickory." General Jackson quickly



established his base of operation in New Orleans in late November 1814 to concentrate United States military efforts on the Mississippi River after discovering the British intended to direct the Gulf Coast campaigns against New Orleans.

While the British had more than 13,000 troops dedicated to the campaign,

the American forces had only between 3,500 and 5,000 soldiers and citizens ready to fight. Perhaps the most fascinating aspect of the war was Jackson's army that fought at the Battle of New Orleans.



American Heroes

The First and Second Battalions of Free Men of Color, more than six hundred men, played an important role in the Louisiana campaign, just as free black men had during the colonial period in the service of France and Spain. Louisiana was the first state in the Union to commission a military officer of African descent, and an act passed by the Louisiana legislature in 1812 was the first in the nation to authorize a black volunteer militia with its black line officers.

*information compiled and written by the Louisiana State Museum

In addition to his regular U.S. Army units, Jackson united the New Orleans militia, Kentucky and Tennessee frontiersmen, colorful bands of outlaws and a 600-member contingent of black former Haitian slaves fighting as free black men of color.

This mismatched group of militia and outlaws decisively defeated British regulars and veterans of the Napoleonic Wars. British losses were more than 700 killed and 13 wounded. American losses were only eight killed and 13 wounded. The victory by these brave men was a major confidence builder for the American military and the nation, and showed the world that this new nation would fight to keep its freedoms and liberty.

5th to 8th Grade

Lesson 1

Research the Battle of New Orleans by having students act as a news reporter. After completing their research, have students write an original article, which may include a map, drawing, or illustration. The article may be written one of two ways:

- 1. · a "broadside" (one page bulletin of information that was posted or passed among Americans in the 1800s) or
- 2. a magazine article that will become part of a news magazine

Either the broadside or magazine article will depict this turning point in history. The article may be hand written or computer generated. After the completion of each student's or group's broad side and/or magazine articles, the class, and you individually, will decide if the War of 1812 and the Battle of New Orleans should be referred to as the Second War of Independence and why or why not.

Lesson 2

Thought Provokers!

- 1. What was the name of the general who led the American forces in this battle?
- 2. What group of Soldiers played the most important role in the American victory?
- 3. Was Andrew Jackson a hero to New Orleans after the battle?

Questions "2" and "3" in each of this set of questions will be answered differently by each student. Discuss the different results, asking what evidence students have to support their answer. Is there one right answer? Are there wrong answers? Which sources lead to certain conclusions?

9th to 12th Grade

Lesson 3

Many different people fought in the battle of New Orleans: White and Black, Free and Slave, Native Americans, Creoles, Americans, and British. Each student will pick a personality from the list below and creatively react to the events of the battle from this person's perspective. They may choose to write a poem, play, or essay, paint or draw, write a song, or build a web site from the point of view of their personality.

Major Pierre Jugeant, a part-Choctaw scout Jean Laffite, Leader of the pirates from Barataria Guillaume, one of Jean Laffite's men Paul, an American Soldier from Kentucky James, A young British Soldier Ann, James' mother

Andrew Jackson

Rachel Donelson, Andrew Jackson's wife Edmond, A young white Creole merchant from New Orleans and Soldier for the Americans

Edith, a slave on a plantation near the battlefield Armand, a free black Soldier and carpenter from New Orleans Sister Marie-Louise, a nun from New Orleans who nursed injured Soldiers

Monsieur Emile DuParc, A wealthy slaveholder and Soldier Sir Edward Pakenham, Major General of the British forces Major Gabriel Villeré, commander of the Louisiana Militia Madame Villeré, his wife

Susan, a part-Cherokee student from Oklahoma researching her family's heritage

Brad, a descendant of Andrew Jackson researching his family's heritage

Discussion questions: Was it difficult to react to the battle from the point of view of your character? If so why? How would your project be different if you had chosen someone else?

*Lesson created by Louisiana State Museum Cabildo



Standard 1A

The student understands the international background and consequences of the Louisiana Purchase, the War of 1812, and the Monroe Doctrine.

Grade Level/Therefore, the student is able to:

5-12 Analyze Napoleon's reasons for selling Louisiana to the United States. [Draw upon the data in historical maps]

9-12 Analyze how the Louisiana Purchase influenced politics, economic development, and the concept of Manifest Destiny.

9-12 Assess how the Louisiana Purchase affected relations with Native Americans and the lives of various inhabitants of the Louisiana Territory.

5-12 Explain President Madison's reasons for declaring war in 1812 and analyze the sectional divisions over the war. [Compare and contrast differing sets of ideas]

The American Civil War

The Civil War represented a loss of innocence for the United States as the conflict tore apart the nation, its states, and families. The conflict pitted the Northern States of the American Union against the Southern States. The war raged for four years and was marked by some of the fiercest military campaigns of modern history. The American Civil War started on April 12, 1861 when southern troops fired on Fort Sumter, a U.S. Military post in Charleston, S.C. The War ended four years later on April 9, 1865 when Confederate General Robert E. Lee surrendered his army to Union General Ulysses S. Grant at the Appomattox Court House.



The American's who left their homes and families to fight in this conflict were changed just as their country was changed. Men like Oliver Wendell Holmes, Jr. joined the famed Harvard Regiment, which boasted having many men on its roster who were descendents of the American Revolution. These men would fight with regiments that were largely comprised of Irish, German and Eastern European immigrants. Living and fighting alongside each other miles from their homes, these men began to see the depth and diversity of their country. Their experiences changed them and helped them to see America as something larger than just their own community.

Scholars have debated the cause of the civil war, with many agreeing that slavery was the root issue. In 1861, the U.S. consisted of 19 free states and 15 slave states. President Abraham Lincoln called this disparity a "house divided." The states, however, had other basic differences besides slavery. There was a huge sectional division between the North and South, and relations showed strains due to economics, ideals and ways of life. Also, historians have pointed to the issues of *Federalism* and *State's Rights* as another factor contributing to the war. These issues found their origin in disputes between the Federal government and the states over what rights and powers the states possessed.



Who was the only woman and only civilian to be recognized for her achievement on the field of battle with a Medal of Honor?

Dr. Mary E. Walker!

American physician and reformer who is thought to have been the only woman surgeon formally engaged for field duty during the Civil War.

Her Medal Citation Reads:

"...rendered valuable service to the Government and her efforts have been earnest and untiring in a variety of ways... and faithfully served as contract surgeon in the service of the United States, and has devoted herself with much patriotic zeal to the sick and wounded soldiers, both in the field and hospitals, to the detriment of her own health, and has also endured hardships as a prisoner of war for four months."

5th to 8th Grade

Lesson 1

The purpose of this unit is to provide a framework for the students to use in evaluating both points of view in the Civil War

Students will be able to:

- a. Identify which states belong to the Union and which states belong to the Confederacy.
- b. Identify and comprehend the feelings experienced by both northern and southern states.
- c. Identify the qualities of exceptional leaders regardless of their patriotic affiliation.
- d. Feel compassion for participants in the Civil War regardless of their side.

Activities:

- Attach paper outlines of the United States circa 1861 to the bulletin board.
- 2. Begin removing seceding states from the bulletin board as they secede.
- 3. When the Civil War begins the students are divided into Union and Confederacy. They choose leaders, draw their flags, and learn the background to support their historical position. They create recruitment posters to encourage enlistment and support for their sides. (No interaction between Northerners and Southerners for the duration of the unit).
- During Language period the North writes a report portraying Abraham Lincoln to be presented orally.
 The South writes a report on Robert E. Lee to be presented orally.

This lesson can be completed with any resources and information on the Civil War. A good place to start is: http://www.civilwar.com

9th to 12th Grade

Lesson 2

The student will be able to:

- Describe the differences between the way war was conducted before the Civil War and during the Civil War.
- 2. Describe the effects which the Civil War had upon the lives of soldiers and civilians.
- Explain how and why the Civil War transformed the relationships of individual citizens both to the United States and to the state governments.

Activities:

Read to the students the following passage from the novelist and Civil War historian Shelby Foote:

"Before the Civil War, the United States were. After the Civil War, the United States is....

Any understanding of this nation has to be based, and I mean really based, on an understanding of the Civil War. I believe that firmly. It defined us. The Revolution did what it did. Our involvement in European wars, beginning with the First World War, did what it did. But the Civil War defined us as what we are and it opened us to being what we became, good and bad things. And it is very necessary, if you are going to understand the American character in the twentieth century, to learn about this enormous catastrophe of the mid-nineteenth century. It was the crossroads of our being, and it was a hell of a crossroads."

Lead a discussion of this passage, and ask students to describe how the Civil War functioned as "the crossroads of our being."

This lesson can be completed with any resources on the American Civil War.



Era 5 Standard 2B

The student understands the social experience of the war on the battlefield and home front.
Also See:

Era 5 Standards 1A & 2A

Grade Level/Therefore, the student is able to

7-12 Compare the motives for fighting and the daily life experiences of Confederates with those of white and African American Union soldiers.

[Evidence historical perspectives]

9-12 Evaluate the Union's reasons for curbing wartime civil liberties.

[Consider multiple perspectives]

5-12 Compare the human and material costs of the war in the North and South and assess the degree to which the war reunited the nation.

[Examine historical perspectives]

The Spanish-American War

The Spanish-American War marked the emergence of the United States as a great world power. The short conflict between the U.S. and Spain took place between April and August 1898, over the issue of the liberation of Cuba. When all was said and done, the U.S. won Guam, Puerto Rico, and the Philippine Islands.



In 1895 during a depression in Cuba, a revolution broke out pitting Cuban nationals against the country's Spanish rule. Reports of Spanish oppression and human rights abuses spread to the U.S.

President McKinley pressured Spain into granting Cuba limited self-government within the Spanish Empire. The rebels refused to settle for this

compromise and continued to fight. Pro-Spanish mobs in Havana rioted to protest the Cuban's claim of self-government. To protect Americans in Cuba from the rioters, the battleship Maine arrived in the Havana Harbor. On Feb 15, an explosion blew up the ship and killed 260 people on board. The incensed American public immediately blamed Spain for the explosion, with shouts of "Remember the Maine!"

On April 19, Congress passed a joint resolution hailing Cuba as an independent country. In addition, the resolution disavowed any American intention to acquire the island and authorized the use of the Army and Navy to force Spanish withdrawal. On April 25th, the U.S. formerly declared war on Spain.





Military innovation at its best!

The Spanish-American War lead to the building of the Panama Canal!

The isthmus gained importance after the United States acquired California and the gold rush began, and the trans-Panama railroad was built. Interest in an alternate route was strong in both Great Britain and the United States.

Rivalry between the two countries was ended by the Clayton-Bulwer Treaty which guaranteed that neither power should have exclusive rights or threaten the neutrality of an inter-oceanic route.

After the United States acquired territory in the Caribbean and in the Pacific as a result of the Spanish-American War, U.S. control over an isthmian canal seemed imperative. Following protracted negotiations, a U.S.-British agreement was made in 1901, giving the United States the right to build, and by implication fortify, an isthmian canal.

5th to 8th Grade

Lesson 1

The objective of this lesson is to help students understand the important contributions of the volunteer army during the Spanish-American War. The Rough Riders, an all volunteer cavalry, led by future president Teddy Roosevelt consisted of Native-Americans and African Americans, cowboys, scholars and aristocrats. These volunteers bravely fought for the U.S. to insure freedom for Cuba and other Spanish-ruled countries.

Design and create a poster, advertising for recruitment of volunteers to serve with Teddy Roosevelt in the 1st Volunteer Calvary Regiment.

- · Begin by drawing, or you may use a computer drawing program and scanned pictures.
- · Create or find pictures of doctors, Soldiers to use as examples.
- Write descriptions for the pictures (be sure to give details) and incorporate quotes from Teddy Roosevelt encouraging volunteers to lend support.
- · Design an eye-catching slogan.

Teaching materials and in-depth information for this lesson is at:

The Rough Riders is Roosevelt's personal writings on his adventures in the Spanish-American War. http://www.bartleby.com/51/

This site contains extensive information on the Spanish-American War.

http://www.spanishamericanwar.com/

Turner Network Television's depiction of Theodore Roosevelt and the Rough Riders. Good multi-media and interactive lessons.

http://alt.tnt.tv/movies/tntoriginals/roughriders/home.html

9th to 12th Grade

Lesson 2

The objective of this lesson is for students to learn about the U.S. acquisition of the Philippines, Guam and other Spanish-American War countries and their fight for independence.

- 1. Assess student knowledge about the major battles of the 1898 Spanish American War and what the U.S. gained from winning this war. (Puerto Rico, Cuba's independence, and the Philippines).
- 2. Find the Philippines, Guam, and Puerto Rico on a map and brainstorm with the class how its geography has benefits. Pretend you just won control over this island, what benefits, political or economic would you have according to its geography?
- 3. Explain a few reasons why you think the U.S. waited so long to give the Philippines independence, and why Guam & Puerto Rico are still U.S. territories.
- 4. Have students research economic conditions and educational systems of the late 19th century Philippines and compare these conditions to those of the Philippines of the late 1940s. Based on these comparisons have students write a conclusion to the following question: Did the Philippines benefit from the U.S. takeover?

Thoughtful application questions:

- 1. What gives a strong country the right to dominate the affairs of a weaker country?
- What positive outcomes can evolve when a more dominate nation enters into the affairs of an "underdeveloped" nation?
- 3. What might be the response of the peoples of an underdeveloped nation to being dominated by a stronger nation?



Era 6-Standard 4B

The student understands the roots and development of American expansionism and the causes and outcomes of the Spanish-American War.

Grade Level/Therefore the student is able to:

5-12 Trace the acquisition of new territories. [Reconstruct patterns of historical succession and duration]

9-12 Describe how geopolitics, economic interests, racial ideology, missionary zeal, nationalism, and domestic tensions combined to create an expansionist foreign policy. [Analyze cause-and-effect relationships]

5-12 Evaluate the causes, objectives, character, and outcome of the Spanish-American War. [Interrogate historical data]

7-12 Explain the causes and consequences of the Filipino insurrection. [Analyze cause-and-effect relationships]

World War I

Amongst the many causes of World War I was rising nationalist sentiment, both in Europe and amidst the subject peoples of the European empires, economic rivalries, major military alliances, and the emergence of an arms race – all contributed to the early beginnings of international tensions between nations.

How did World War I Begin?

The "War to End all Wars" began in the Balkans. Archduke Ferdinand, heir to the throne of Austria-Hungary, and Slavic sympathizer, was visiting Bosnia in 1914 with his wife when he was assassinated by a man linked to a Serbian terrorist group called the Black Hand.

The assassination gave Austria-Hungary an excuse to invade Serbia. Austria, backed by a military agreement with Germany, declared war on Serbia. Russia, which had pledged support of Serbia, mobilized its army, causing Germany to mobilize its own - and carry out its war plan, an invasion of France through Belgium. England, shocked at Germany's invasion of neutral Belgium, supported Russia and France, forming the Allies.

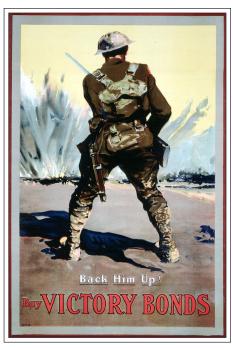
Why did the U.S. get involved?

The sinking of the luxury cruise ship *Lusitana* by German submarines, as well as other German actions against civilians, drew American sympathies to the Allies. However, German-American tensions increased when the British intercepted and decoded a message from Germany's foreign minister, Arthur Zimmerman, to the German Ambassador to Mexico, revealing a German plot to persuade Mexico to go to war against the U.S. The U.S. was further enraged after German U-boats sank several U.S. cargo ships.

On April 2, President Wilson asked for a declaration of war on Germany, claiming that "the world must be made safe for democracy."



The war ended shortly after the U.S. entered. Afterward, the U.S. helped establish the League of Nations, a precursor to the United Nations, which was intended to provide a mechanism for the peaceful settlement of disputes, for the promotion of world disarmament, and for the general betterment of mankind. The signing of the Treaty of Versailles officially ended the conflict.



Did you know?

Veteran's Day

Veteran's Day originated as "Armistice Day" on Nov. 11, 1918. Its purpose: to commemorate the end of World War I.

First proclaimed by Congress in 1926 and each year thereafter, Armistice Day became "Veterans Day" in 1954 as a result of legislation signed by President Dwight D. Eisenhower.

The name was changed to honor all who served the nation in wars or conflicts. Veterans Day has been observed annually on this date since 1978, except for a brief period when it was celebrated on the fourth Monday of October.

5th to 8th Grade

Lesson 1

Provide students a blank map of Europe. On the back page of the blank map, list the countries that fought in World War I. Students are instructed to use all available resources to determine which countries were Allies and which countries fought with the Central Powers. Students should then label the map appropriately with the identified countries. Have students color-code the countries on the map based on alignment. Identify the countries that formed the Triple Alliance and the countries that formed the Triple Entente.

Lesson 2

Introduce the lesson by explaining the following:

- 1. WWI was a worldwide struggle.
- Technological developments changed the nature of modern warfare.
- 3. New weapons such as the submarine, the zeppelin, and poison gas along with others would change the meaning of the word "war" forever.
- 4. On the home front, in many nations, women worked outside the home in large numbers.
- 5. The power of government increased due to the nature of total war.
- 6. Destruction of civilian property was on a larger scale than had ever been seen before.
- 7. Civilian morale was influenced by the large number of casualties and the length of the war.

Divide the class into two groups and then two subgroups. Label one group Allies (not the U.S.) and the other Central powers. Have the subgroups divide themselves by chart headings. Each group should prepare a chart with the following headings:

Military objectives

Strengths and weaknesses of the alliance upon entering the war.

Strategies/methods of warfare employed Methods of controlling wartime production

9th to 12th Grade

Students should learn:

- a. the main reasons why war broke out in 1914
- how to identify long term, short term and trigger causes
- how to analyze and explain the reasons for a historical event

Lesson 1:

- Construct a table or a diagram to show the main sources of tension between different countries.
- 2. Categorize the factors that caused the outbreak of war into long-term, short-term and trigger causes discuss:
 - (a) whether the system of alliances made war more or less likely
 - (b) which alliance was likely to succeed if war broke out
 - (c) which factor was the most important cause of World War 1

Lesson 2:

 Pairs/ small group research followed by class discussion:

The murder of Archduke Franz Ferdinand decided only the time of the outbreak of war. It would have happened anyway. Do you agree?

Lesson 3:

 Small group research followed by formal assessed debate: Was Germany to blame for starting the war? Have the group present their findings to the class, with documented research to back up their conclusions.

This lesson can be completed with any resources on World War I.



Standard 2B

The student understands the causes of World War I and why the United States intervened

Grade Level/Therefore, the student is able to

5-12 Explain the causes of World War I in 1914 and the reasons for the declaration of United States neutrality.

7-12 Assess how industrial research in aviation and chemical warfare influenced military strategy and the outcome of World War I

7-12 Analyze the impact of American public opinion on the Wilson administration's evolving foreign policy from 1914 to 1917. [Examine the influence of ideas]

7-12 Evaluate Wilson's leadership during the period of neutrality and his reasons for intervention. [Assess the importance of the individual]

World War II

World War II affected more lives and had more far-reaching consequences than perhaps any war in modern history. The war diminished the power of the once-great European empires, led to the emergence of the Soviet Union, and introduced the world to the devastating effects of nuclear weapons.

The war began on Sept 1, 1939 when Germany, led by Adolph Hitler, invaded Poland and subsequently crushed such countries as Denmark, Luxembourg, the Netherlands, Norway and France. Italy soon joined the German side and set their eyes on conquering the Soviet Union. The only country resisting the German onslaught was Great Britain.

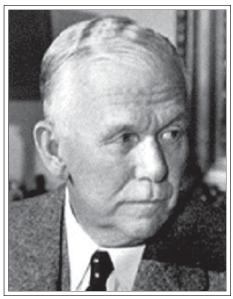
Taking advantage of the unstable world climate, Japan fixed its eyes upon the Pacific Islands, including the U.S. Hawaiian Islands. Japan soon attacked the U.S. military bases at Pearl Harbor in Hawaii on Dec 7, 1941, bringing the U.S. into the war, placing Japan on the side of the Axis powers and the

U.S. with the Allied powers.



On June 6, 1944, D-Day, the U.S. First Army, under General Omar N. Bradley, and the British Second Army, established beachheads in Normandy, on the French channel coast. The German resistance was strong, and the footholds for Allied armies were not nearly as good as they had expected. Nevertheless, the powerful counterattack with which Hitler had proposed to throw the Allies off the beaches

never materialized. Enormous Allied air superiority over northern France made it difficult for the Axis powers to resist. The Allies drove into Germany, meeting the Red Army and settling into occupation zones devised by the British. Germany had been crushed, and surrendered on May 7, 1945. Later Japan surrendered, formally ending World War II.



Spotlight on An American Hero

George Catlett Marshall (December 31, 1880-October 16, 1959),

America's foremost Soldier during World War II, served as chief of staff from 1939 to 1945, building and directing the largest army in history. A diplomat, he acted as Secretary of State from 1947 to 1949, formulating the Marshall Plan, an unprecedented program of economic and military aid to foreign nations.

In his position as chief of staff, Marshall urged military readiness prior to the attack on Pearl Harbor in 1941. He later became responsible for the building, supplying, and, in part, the deploying of over eight million Soldiers. From 1941 he was a member of the policy committee that supervised the atomic studies engaged in by American and British scientists. In November 1945, Marshall resigned.

5th to 8th Grade

Lesson 1

Rosie Riveter's Supply & Demand

Demonstrate the concept of supply and demand on consumers during wartime in a free enterprise system.

Discuss what life would be like without some of the everyday things we take for granted.

Have students research the definition of "rations." Make a list of the items rationed during the war. Create a timeline to show when the items became scarce.

Have students brainstorm how rationing would affect them today. Then have them complete a creative writing assignment entitled: A Day Without ______. (for example: "A Day Without Sugar", "A Day Without Chocolate", "A Day Without Gas", or "A Day Without Rubber"). In this writing assignment students will describe how being without the item might impact them throughout the day.

Homework assignment: Collect family recipes from the WW II time period that reflect substitutions as a result of rationing or have students create their own recipes that include substituted ingredients. Have students input these recipes on recipe cards.

Create an advertisement for your rationing product that encourages people to use your product and at the same time help their country.

9th to 12th Grade

Lesson 2

The Power of Persuasion

Guns, tanks, and bombs were the principal weapons of World War II, but there were other, more subtle, forms of warfare as well. Words, posters, and films waged a constant battle for the hearts and minds of the American citizenry just as military weapons engaged the enemy. Persuading the American public became a wartime industry, almost as important as the manufacturing of bullets and planes. The Government launched an aggressive propaganda campaign to galvanize public support, and some of the nation's foremost intellectuals, artists, and film makers became warriors on that front.

Objective: To analyze poster art of World War II.

Use the National Archives web Site to see World War II posters: http://www.archives.gov.

Lesson 3

Quick Lesson: At Home During World War II

- 1. Learn about various aspects of life in your state during World War II.
- 2. Create an interactive dramatization that brings to life a typical daily scene involving their aspect of life in your state.
- 3. Discuss and draw conclusions about life in your state during WWII.

This lesson can be completed with various resources on World War II in your state.



Standard Era 8-3B

The student understands World War II and how the Allies prevailed.

Also See:

Era 8 Standards 3A & 3C

Grade Level/Therefore, the student is able to:

5-12 Explain the major turning points of the war and contrast military campaigns in the European and Pacific theaters. [Draw upon data in historical maps]

9-12 Evaluate the wartime aims and strategies hammered out at conferences among the Allied powers. [Hypothesize the influence of the past]

5-12 Explain the financial, material, and human costs of the war and analyze its economic consequences for the Allies and the Axis powers. [Utilize visual and quantitative data] 7-12 Describe military experiences and explain how they fostered American identity and interactions among people of diverse backgrounds. [Utilize literary sources including oral testimony]

The Korean War

The Korean War has been called the "Forgotten War," historically overshadowed by World War II and Vietnam, though it figures prominently in the development of events. The Korean War was the first war in which a

world organization, the United Nations, played a major military role.



The war begin on June 25, 1950 when troops from the Communist-ruled North Korea invaded the Republic of South Korea. The UN called the invasion a violation of international peace and demanded that North Korea withdraw its troops immediately or face international repercussions. When North Korea refused, the UN called upon its member nations to "furnish such assistance to the

Republic of Korea as may be necessary to repel the armed attack." Sixteen UN nations sent troops with 90 percent of the troops, supplies and military equipment furnished by the U.S. China and Russia joined on the side of the North Koreans, lending them military supplies and food.

The Korean War ended on July 27, 1953 when the UN and North Korea signed an armistice agreement, though South Korea and North Korea to this day have not signed one amongst themselves. U.S. military forces are still in Korea, numbering more than 32,500, maintaining peace and discouraging future hostilities.





Quick History

How did the Korean War Begin?

Korea was originally a part of the Japanese Empire, but when the Allies defeated Japan in World War II, the U.S. and the Soviet Union gained control of Korea. The two powers split the country in half, at the 38th parallel, with the Soviets taking the northern half and the U.S. claiming the southern half.

In 1947, the UN declared that the Korean people should vote for one united Korea, free from both Soviet and U.S. involvement. The Soviets precluded N. Korea from taking part in a democratic process, but the S. Koreans voted and elected a general assembly. The N. Koreans, with Soviet backing, then established a Communist government.

Both North and South Korea declared the entire country theirs, and soon after, the Korean conflict ensued. The war ended in a military stalemate and the political conflict continues to this day.

5th to 8th Grade

Lesson 1

Utilizing your local veteran organizations, locate one or more Korean War veterans in your local area to interview in person (in the classroom or off campus). Interviews can also be done by email or phone.

Brainstorm with students the kinds of questions appropriate to ask veterans of the Korean War. Questions can include:

- · How the veteran got involved in the war
- · What was the veteran's job?
- · How the experience of war compares to one's expectations of war
- · Good and bad experiences

Have students present an oral report on the Veteran they interviewed.

*Lesson written by Lara Maupin, world history teacher and globetrotter, Thomas Jefferson High School for Science and Technology, Alexandria, Virginia

9th to 12th Grade

Lesson 2

For much of the first half of the 20th century, Japan had occupied Korea. During World War II, the Soviet Union occupied the northern part of the Korean peninsula, while the U.S. occupied the southern part. After the war, the division continued, with a communist government ruling North Korea, and a democratic government ruling South Korea. North Korea invaded South Korea in 1950 to unify the country. An armistice ended the fighting, but the two countries remained divided, separated by a demilitarized zone. The division continues to this day.

- 1. Create a chart comparing present-day North and South Korea. You can find information in the CIA Factbook, available in print at many libraries or on-line at http://www.odci.gov/cia/publications/factbook/index.html
- 2. Explain to your students the difference between an armistice and a peace treaty. Ask them to discuss how the two nations might have developed differently if the war had ended with a peace treaty rather than an armistice.

Lesson 3

The Beginning of the UN.

1. Break your students into groups and give each group copies of the charters of the UN and the League of Nations. Ask them to create a chart comparing the two organizations, including how the use of force fit into the organizations' charters. The UN charter may be found at the UN web Site http://www.un.org/aboutun/. The League's charter is available at http://www.tufts.edu/departments/fletcher/multi/www/league-covenant.html



Standard 2A

The student understands the international origins and domestic consequences of the Cold War.

Grade Level/Therefore, the student is able to

- 5-12 Evaluate the "flawed peace" resulting from World War II and the effectiveness of the United Nations in reducing international tensions and conflicts. [Analyze cause-and-effect relationships]
- 7-12 Explain the origins of the Cold War and the advent of nuclear politics. [Hold interpretations of history as tentative]
- 7-12 Analyze the causes of the Korean War and how a divided Korea remained a source of international tension. [Formulate a position or course of action on an issue]
- 7-12 Analyze the change from confrontation to coexistence between the Soviet Union and the United States. [Analyze cause-and-effect relationships]

The Vietnam War



The Vietnam War began in 1957 when communist-supported rebels in the South began a revolt against the U.S.-backed Ngo Dinh Diem government. Although reluctant to aid the Vietnamese government, the U.S. government gave extensive aid to South Vietnam in the form of cash, military equipment, and more than 500,000 troops. Despite the overabundance of assistance from the U.S., South Vietnam failed to shape itself into a popularly

supported non-communist state. In April 1975, the People's Army of North Vietnam launched a strong offensive that succeeded in conquering the South.

Peace talks began in 1968 in Paris, and finally came to fruition in 1973 when the U.S. left Vietnam. By 1975 the Communists launched a full-scale invasion and united the country renaming Saigon, Ho Chi Minh City.





History to Think About

On June 8, 1983, General Edward C. Meyer, the U.S. Army Chief of Staff, said he would oppose sending American combat forces to El Salvador. Drawing on his two tours of duty in Vietnam, the General said, "I realize that unless you have the commitment of the people, of the indigenous forces, you're not going to solve a guerrilla war." He also argued that "you can't send soldiers off to war without having the support of the American people."

Are these the "lessons" of the Vietnam War?

Can you add other "lessons"?

How valid is the analogy between Vietnam and El Salvador?

5th to 8th Grade

Lesson 1

Gather titles of key songs that related to the war. Assign a song to each student (or group of students), and have them present a reports discussing the significance of the lyrics (and the artist if possible) to the Vietnam War and to American society. One could also have the students play the song in class, dress up as the artist, or even write their own lyrics to the tune.

"There's a Wall in Washington" IRIS DeMENT (1996)
"Goodnight Saigon" BILLY JOEL (1981)

"Still in Saigon" THE CHARLIE DANIELS BAND (1981)

"The Fiddle and the Drum" JONI MITCHELL (1969)

"Give Peace a Chance" JOHN LENNON (1969)

"Talking Vietnam Pot Luck Blues" TOM PAXTON (1968

"War Is Over" PHIL OCHS (1968)

"The Unknown Soldier" THE DOORS (1968)

"7 O'Clock News/Silent Night" SIMON & GARFUNKEL (1966)

"Lyndon Johnson Told the Nation" TOM PAXTON (1965)

"The Times They Are A-Changin" BOB DYLAN (1964)

"Waist Deep in the Big Muddy" PETE SEEGER (1963)

"Masters of War" BOB DYLAN (1963)

"Where Have All the Flowers Gone?" PETER, PAUL & MARY (1962)

9th to 12th Grade

Lesson 2

Have students form a Live Evening News Round Panel Discussion. Sit in a circle with your class and hold a CNN-type round panel show. After reading background information on Vietnam, tell the students that they are now PhDs in History and they have been asked to comment on the Vietnam War on a live talk show. As the teacher/moderator ask the following questions:

- John F. Kennedy said that "I don't think that the war can be won unless the [Vietnameses] people support the effort." Was this a valid statement? Is this a valid generalization for all wars? Cite some specific examples.
- 2. At an April 1954 press conference, President Eisenhower referred to the danger of "the 'falling domino." in a row of dominoes. What did he mean? What other countries in Southeast Asia were thought to be threatened? (Consult a map.)
- 3. Some writers referred to the approximately 900,000 refugees who came to South Vietnam from the north as "carpetbaggers." What is the origin of this term? What emotional connotations does it carry?
- 4. The U.S.I.A. (United States Information Agency) pressed Diem to "go to the [Vietnamese] people" as an American politician might. Was this appropriate advice? Why or why not?
- 5. In the summer of 1964 the Congress overwhelmingly passed the "Gulf of Tonkin Resolution," authorizing the President to take "all necessary measures to repel any armed attacks against the forces of the United States and to prevent further aggression." Why was it important that America be perceived as having been attacked? Name at least one instance of executive military action without prior Congressional approval.



Era 9 Standard 2C

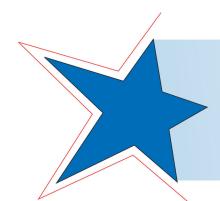
The student understands the foreign and domestic consequences of U.S. involvement in Vietnam

Grade Level/Therefore, the student is able to

7-12 Assess the Vietnam policy of the Kennedy, Johnson, and Nixon administrations and the shifts of public opinion about the war.

9-12 Explain the composition of the American forces recruited to fight the war. [Interrogate historical data].

5-12 Evaluate how Vietnamese and Americans experienced the war and how the war continued to affect postwar politics and culture. [Appreciate historical perspectives]. 7-12 Explain the provisions of the Paris Peace Accord of 1973 and evaluate the role of the Nixon administration. [Differentiate between historical facts and historical interpretations] 9-12 Analyze the constitutional issues involved in the war and explore the legacy of the Vietnam war. [Formulate a position or course of action on an issue]



The Army's Contribution to the Building of a Nation.

Lewis & Clark Expedition

"The object of your mission is to explore the Missouri river, & such principal stream of it, by its course and communication with the waters of the Pacific Ocean, may offer the most direct & practicable water communication across this continent, for the purpose of commerce."

With these instructions from President Thomas Jefferson, Lewis and Clark set out on their famous expeditions, which proved to be the first of many Army explorations that have contributed significantly to the growth and development of the United States.

As the nineteenth century began, the area west of the Mississippi was a vast wilderness virtually unknown to white men. In the Louisiana Purchase of 1803 the United States acquired over a million square miles of this unknown territory.

Even before this, however, President Thomas Jefferson had persuaded Congress to finance an exploring expedition

from the Mississippi to the Pacific.



To lead the expedition, Jefferson chose his private secretary, Captain Meriwether Lewis. Lewis decided to share his command with an old Army friend and former officer, William Clark.

Lewis and Clark devoted the winter of 1803-1804 to prepare and train for the difficult task ahead. In May 1804 they set out from St. Louis up the Missouri River, and spent the following winter among the Mandan tribe's villages in North Dakota. When Lewis and Clark resumed their journey in April 1805, their party consisted of three Army sergeants, twenty-three privates, two interpreters, Clark's slave

York, a Shoshone Native American woman named Sacajawea, and her infant son.

After following the Missouri as far as it went and forking into a river through the Rocky Mountains, Lewis and Clark took the Columbia river to the Pacific coast, wintered in Oregon, and started the return trip in the Spring of 1806. The explorers arrived in St. Louis in September of 1806 after an absence of over two years and four months. They had traveled 7,689 miles through dangerous wilderness, most of it never before seen by a white man, and lost only one member of their party due to illness.

Lewis and Clark were the first men to cross the Continental Divide in the present United States. More important, they were first to span the entire continent from the Mississippi River to the Pacific Ocean, discovering in the process that it was much wider than imagined. Both Lewis and Clark kept daily journals, and Clark prepared numerous annotated sketches and maps of their route and the surrounding country. They were able to fill in enough details of the great Northwest to present a picture of the varied character of the topography, with its complex systems of rivers and mountains, and they located five passes through the Rockies.



They also gathered and recorded much valuable data on terrain, climate, vegetation, and animal life, collecting hundreds of botanical and zoological specimens, many of them new to the scientific world and some native only to the American West. The expedition also brought back voluminous notes on various Indian tribes as well as many magnificent examples of Native American craftsmanship. Throughout their journey, Lewis and Clark made a special effort to meet peaceably with the Native Americans, to observe and understand their customs and attitudes, and to establish cordial relations between the tribes and the United States government.

There were other important results of the Lewis and Clark expedition. By going beyond the territory acquired through the Louisiana Purchase into the Oregon country, they strengthened claims to the Pacific Northwest. Furthermore, by crossing the uncharted wilderness and bringing back detailed reports on what they found there, Lewis and Clark transformed the land of "rumor, guess, and fantasy" into "something with which the mind could deal" and thus opened not only Oregon but the entire West to the American people."



*Written by Romana Danysh-U.S. Army Center of Military History

Sacagawea An American Legend

July 22, 1805 Lewis

"The Indian woman recognizes the country and assures us that this is the river on which her relations live, and that the three forks are at no great distance. This piece of information has cheered the sprits of the party who now begin to console themselves with the anticipation of shortly seeing the head of the Missouri yet unknown to the civilized world."

Sacagawea is perhaps the most famous Native American documented in the annals of American History. Her contribution to the "discovering of the Pacific" has placed her as a symbol of Native American Women and of manifest destiny. During the fall of 1800, while her tribe was wintering near the three forks of the Missouri River, in what is now Montana, they were attacked by a band of Minnetaree Indian raiders from the Hidatsa village. Several Shoshoni prisoners were taken, including Sacajawea. Between 1800 and 1804, she and one other Shoshoni captive were purshased by Toussaint Charbonneau. Her husband, Toussaint Charbonneau, was later hired as an interpreter and took Sacajawea along. She was allowed to join the party as an unofficial member because the captains thought she would be useful to help in communicating with some of the Indian tribes they met and also in obtaining horses from her native tribe, the Shoshone.

While Lewis' journals make very little mention of Sacajawea, Clark carefully detailed her contributions to the success of the journey. Her knowledge of the terrain and mountain passes saved weeks of travel time. Her ability to speak and negotiate with Native tribes allowed the expedition to keep fresh horses and food all along the way. When food was scarce, Sacajawea gathered and prepared roots, nuts, berries and other edible plants in order to provide nourishment.

Sacajawea died at Fort Manuel, South Dakota, on December 20, 1812, soon after giving birth to a daughter called Lisette (although there is an alternate theory that she lived to be a very old woman, living on the Wind River Indian Reservation, Wyoming). After Sacajawea's death, William Clark adopted her two children, Jean Baptiste and Lisette. Recognition of Sacagwea was re-ignited in 1997 with the \$1 Coin Act, in which a Golden Dollar coin depicting an image of her son replaced Susan. B. Anthony Dollar Coin, which had been used since 1979.



National Archives & Records Administration Interactive Classroom Activities 5-12th grade



U.S. National Archives & Records Administration: Journey with Lewis & Clark using Authentic Documents!

The following lessons were developed by the *U.S.* National Archives and Records Administration. All materials needed for this lesson can be found at: www.archives.gov under "Lewis & Clark Expedition."

- Using books, encyclopedias (both electronic and print), and other resources, guide students in accessing basic information about the Louisiana Purchase, the Lewis and Clark Expedition, and Manifest Destiny. Ask them to compile their research into a chart listing the main players, significant events, and important dates.
- 2. Divide the class into four groups. Distribute documents 1-3 to group A, documents 4 and 5 to group B, documents 6-8 to group C, and documents 9-13 to group D. Direct students to analyze the documents and photographs using the Written Document Analysis Worksheet and the Photograph Analysis Worksheet developed by the National Archives staff. Ask one representative from each group to describe his or her set of documents to the class and discuss what each document reveals about the Lewis and Clark Expedition and how it relates to Manifest Destiny. Add this information to the chart created in activity #1.
- 3. Regroup the students, assigning one student from each of the four groups in activity #2 to each of the new groups. Then assign one of the questions below to each of the students. Allow students 5-10 minutes to free-write an answer. Then direct them to discuss their answers with their group. Suggested questions include the following: What do these documents tell us about the history of our country? What do they reveal about U.S. foreign policy at the opening of the 19th century? What value to the West did Jefferson see in the

Louisiana Purchase and the Lewis and Clark Expedition? How large was the commitment of the United States government to the Lewis and Clark Expedition? What attitude toward the Indians does Thomas Jefferson reveal in his writings to Congress? What is Manifest Destiny? How was it defined in the 1800s in the United States? How was this idea made evident during that time? What record do we have of it today? Are the Louisiana Purchase and the Lewis and Clark Expedition consummate examples of Manifest Destiny? In what way is it evident in the landscape of the Lewis and Clark Trail today? How is it still operative in American society today?

From William Least Heat Moon's Prairy Earth, ask students to read a selection on pages 12-13 that describes the tall grass as it exists today and how it existed in abundance during the time of the Lewis and Clark Expedition. Then, from an edition of the journals of Lewis and Clark, direct students to read entries from June 7 to July 14, 1804; these entries describe the tall grass prairies along the Missouri River. Ask students to write a journal entry comparing their own experiences with open space to the experiences of Lewis and Clark. The following questions can serve as writing prompts: Is there any relatively unused land nearby the town or city where you live? If so, what does it look like? When was there land in this location? Did anyone describe it? What do these changes in the landscape reveal about American society? Instruct students who live near the trail to write a description of the area today and compare how the landscape looked as described by Lewis, Clark, and others.



Standard 1C

The student understands the ideology of Manifest Destiny, the nation's expansion to the Northwest

Grade Level/Therefore, the student is able to:

5-12 Explain the economic, political, racial, and religious roots of Manifest Destiny and analyze how the concept influenced the westward expansion of the nation.

Army Corps of Engineers



Army Corps of Engineers

More than any other institution, the U.S. Army through its Corps of Engineers can claim credit for helping to build America. Over the last 150 years, the Engineers have surveyed railroads, dug canals, erected buildings, built bridges, constructed dams, and undertaken other public improvements across the entire breadth of the country, with an impact almost too vast to measure. At the very least, these projects have influenced the lives of millions of Americans, and it is difficult to imagine what the country would look like without them. At the same time, it may seem something of an anomaly that a military organization

would be so heavily engaged in work of an essentially civilian nature.

The War of 1812 produced a surge of interest in transportation improvements in the military arm of the government. Prior to the conflict, Army officers had surveyed a few rivers and harbors with the purpose of constructing coastal defenses. These surveys applied also to civil projects, but it took war, with its battles in such distant and diverse areas as Canada and Louisiana, to bring home the importance of an efficient transportation system to national defense. The conflict was also an occasion for increasing the number of engineers in the Army, so that when the War Department turned to internal improvements, a necessary skill was at hand. Military support for civil works began to grow, and in 1819, Secretary of War John C. Calhoun suggested that his engineers survey and construct some roads and canals throughout the nation.

In the next few years, Army involvement in internal improvements mushroomed into a major operation. While some military engineers surveyed the Ohio and Mississippi Rivers and reported back on the necessary steps needed to improve transportation along these waterways, others were at work studying coastlines, harbors, roads, and even mineral deposits near the Mississippi. The War Department was becoming the predominant agency in civil improvements, largely by default; in an era when the United States suffered from a severe shortage of trained engineers, only the Military Academy at West Point was able to provide a steady supply.

Fifteen years following the War Department's emergence as a "national infrastructure" power, the War Department began to aggressively engage in efforts to improve transportation. Soldiers surveyed and planned improvements, the department let contracts to civilian construction companies, and military officers supervised the work itself. Among other projects, the Army helped build the Chesapeake and Ohio Canal, extended the Cumberland Road westward, and contracted to clear impediments to navigation along the Ohio and Mississippi Rivers. Other Soldiers were directly employed building secondary roads between various military posts; originally intended to meet strictly military needs, these roads were later important in opening such states as Michigan and Wisconsin to settlement. In one five-year period, the military completed 53 construction projects, mostly involving harbor facilities, and made 36 surveys, the total expenditure was \$1,200,000.



Besides Military Construction projects, the U.S. Army Corps of Engineers also work to protect the environment. The U.S. Army Corps of Engineers Dalles Oregon Physical Model Researchers are performing dye studies on flow conditions of the dam. Researchers are studying ways to help pass juvenile salmon downstream.



Lockport Lock & Dam on the Illinois Waterway in Illinois.

This is one of the U.S Army Corps of Engineers' navigation structures. (Photo courtesy of the U.S. Army Corps of Engineers)

Today, ninety-seven percent of the U.S. Army Corps of Engineers are civilians; only three percent are Soldiers.

Flood control and hydropower are two more contributions to the nation by the Corps of Engineers. Today, the Corps is the nations fourth largest provider of hydroelectric power.

The Corps of Engineers also plays a major role supporting operations overseas. The Corps experience in rebuilding nations after the devastation of war stretches from Europe after World War II to Iraq after Operation Iraqi Freedom. Today the Corps manages an \$18.4 billion program to rebuild Iraqs infrastructure. About 2,930 projects have been started, and

1,997 of them are complete. These projects include oil infrastructure, electric power plants, school and hospital renovations, police and fire stations, roads, airports, railway stations, and public buildings.

In Afghanistan, the Corps manages an \$800 million construction program to support the Afghan National Army, the Afghan Counter-Narcotics, Afghan Police, and the U.S. Agency for International Development. The Corps also manages construction of comfortable, secure housing for U.S. forces stationed in Afghanistan.

DISASTER MISSION

One of the most challenging missions of the U.S. Army Corps of Engineers is responding to disasters — natural disasters like hurricanes and earthquakes, and man-made disasters like the Oklahoma City bombing and Sept. 11, 2001.

The Corps supports the Federal Emergency Management Agency with Emergency Support Function 3, one of 15 ESFs under the National Response Plan. Corps missions under ESF 3 include providing ice, water, temporary power, temporary roofing, and debris removal after disasters.

During the historic hurricane season of 2005, the Corps provided these services and more in Louisiana, Mississippi, Alabama, Texas, and Florida after Hurricanes Katrina, Rita, and Wilma.

Thousands of people from throughout the Corps of Engineers volunteered to deal with a mind-boggling array of challenges, from repairing the levees in New Orleans and pumping out the flood waters, to removing millions of cubic yards of debris, to providing temporary roofs for 100,000 damaged homes.

During these missions and many others, they demonstrated the Army values of loyalty, duty, respect, selfless service, honor, integrity, and personal courage.



CH-47 Chinooks from the Oklahoma National Guard lift sandhags that will be dropped into the area of the levee break at 17th Street in New Orleans after hurricane Katrina. (Photo by Dave Bohrer)



Blue plastic temporary roofs dot the New Orleans landscape in aftermath of Hurricane Katrina (Photo by Dave Treadway, U.S. Army Corps of Engineers)

Making a Bathymetric Map:

5th Grade & Up

Overview:

The students will use a probe to measure the bottom of the "ocean" that the teacher creates. They will plot their measurements and draw isolines to depict the bottom. More advanced students will correct the measurements for tidal changes and horizontal positioning.

Materials:

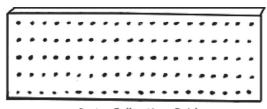
- 1. A large, deep, lightweight cardboard box with a lid. A department store gift box would be ideal.
- 2. Various objects of unequal height and shape to glue in the bottom of the box (half a tennis ball, a rock, a wedge, a cone, a wooden rectangle block, etc). Alternately, a piece of Styrofoam cut to the size of the box that will be carved to make measurable relief.
- 3. Straws, or narrow diameter wooden dowels, or shish-kabob sticks longer than the box is deep.
- 4. Glue and markers.

Hints: When preparing the bottom, you might consider placing a small narrow object that could easily be missed, or two objects near but not touching each other, that would give the illusion of a continuous surface if the space between is missed. This will illustrate the necessity of a closely spaced grid.

* This lesson provided by the U.S. Army Corps of Engineers. For more educational lessons visit: http://education.usace.army.mil/

Setup:

- 1. Depending on what you will use for a depth finder (a straw, dowel, or stick), punch holes with an adequate diameter to insert the probe in the box lid. The holes should be aligned in a grid pattern. The distance between points should not be greater than 1 inch in any direction. Too close a grid will cause your box to fall apart!
- Glue the various objects on the bottom of the box, keeping in mind the grid that you have prepared for "remote sensing" of the bottom.
- 3. Tape the box lid to the box bottom, so that students won't be tempted to peek at the "ocean" floor.
- 4. Depending on the age and ability of the students, you may pre-mark your measuring sticks or have students calibrate them as part of the exercise. Each unit will equal 1 foot, but there should be interim hash marks for fractional parts ... at least 0.25, 0.5, and 0.75 feet.
- 5. Preparation of the Ocean Bottom



Data Collection Grid (Box Top)



The "Ocean" Floor



Standard 2A

The student understands how the factory system and the transportation and market revolutions shaped regional patterns of economic development.

Grade Level/Therefore, the student is able to:

5-12 Explain how the major technological developments that revolutionized land and water transportation arose and analyze how they transformed the economy, created international markets, and affected the environment.

9-12 Explain how economic policies related to expansion, including northern dominance of locomotive transportation, served different regional interests and contributed to growing political and sectional differences.

Technology

Major advances in technology have been the product of military research. For the most part, the Army made its contributions, not through deliberate or preconceived programs of basic research and development, but simply in the course of achieving its military objectives.



Weather & Space

One of the areas in which the Army was involved from the beginning and ultimately made the most important contribution to the civilian community was the collection and recording of weather data. It originally undertook the gathering of meteorological information in the early nineteenth century to serve a medical need. At the time, many members of the Medical Department adhered to a "miasmal" theory of disease, which held the cause of many illnesses to be certain vapors in the air that varied in character

with changes in the weather. At a steadily increasing number of camps around the country, Army doctors recorded meteorological data until 1970.

In 1870, after civilian scientists pressed Congress to create a national weather service, the Secretary of War directed the Signal Corps to use its thousands of miles of telegraphic lines for installation of the service. Under General Albert J. Myer, an Army physician with experience in collecting weather data, the Signal Corps rapidly developed a network of telegraphically connected stations. By 1874, 93 stations, 15 of which were outside the United States, reported data three times daily to Washington, D.C. These reports were the basis of weather bulletins and maps distributed to 9,000 post offices.

Signalmen continued operating the weather service until 1891, when Congress, in response to outside pressure for transferring the service to civilian control, established the Weather Bureau within the Department of Agriculture.

The Army later produced spectacular techniques and devices for recording and transmitting weather data back to earth from the upper atmosphere and outer space. Signal Corps scientists contributed to their development in the areas of high-altitude weather balloons equipped with miniature radio transmitters, cloud seeding techniques, radar tracking devices, rockets to sample the upper atmosphere, and instrumentation for space satellites.

In 1948, they used radar equipment to observe and track a rain storm, a technique soon widely adopted by civilian weather observation organizations. In the late 1950s, the Corps provided much of the instrumentation for the Vanguard II, a satellite designed for meteorological observation and reporting. Launched in February 1959, the Vanguard satellite supplied photographs of areas 300 miles square, furnishing data for detecting and tracing hurricanes and typhoons. In 1960, the Corps helped design and oversee the manufacture of instrumentation for the Tiros I and II which made possible photographs covering 850 square miles and maps recording relative temperatures of the earth's surface.

Communication & Technology

Generally speaking, Army involvement in meteorology has been closely associated with developing means of communications for essentially military purposes. Beginning with the Civil War, the Army used the telegraph as a major method of communication, establishing a Military Telegraph Department largely manned by civilians. In the years after the war, the Signal Corps built thousands of miles of telegraph lines to connect hundreds of military posts, mostly in the West; constructed a telegraphic storm warning network on the Atlantic Coast in co-operation with the Treasury Department's lifesaving service; and provided the newly acquired territory of Alaska with an internal communication system and an interconnection to Canada and the United States.

In World War I the Signal Corps made rapid progress in testing and improving radio transmission, a field in which many of its most significant contributions to the civilian community would come in the 20th century, and began to develop photography as a new major area of communications.

In May 1937, the corps demonstrated the first Army radar at Fort Monmouth, New Jersey, marking a technological breakthrough destined to have a profound impact on civilian as well as military marine and aerial navigation and meteorological observation. World War II brought not only the further dramatic development of radar, but also frequency modulated and very high frequency radio and significant advances in facsimile transmission and television.

Building on the research and experience gained in World War II, the Army in the postwar period contributed to nearly all forms of communication then under development. The Signal Corp, for example, recorded a lost list of "firsts" in photography, including advances in optical image assessment, rapid processing of films, long-range ground-to-ground photography, ion-exchange treatments for purifying photographic solution and wash water, and improvements in the art of xerography.



Did You Know? The Army Helped to usher in the "Computer Age!"

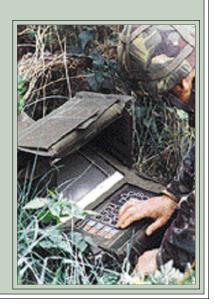
Army support of the early development of computers, most notably the Electronic Numerical Integrator and Calculator (ENIAC) first used in 1946, assisted the design of highly complex calculators needed to control the launching and flight of space vehicles.

Origin of the Army's interest in computers can be traced to the Manhattan Project, the World War II program that produced the atomic bombs dropped on Hiroshima and Nagasaki. Scientists of that project, working under Army

direction, used computers to help solve some of the problems encountered in designing and fabricating the bombs.

The ENIAC was not only the first computer to employ vacuum tubes instead of the much slower electric relays of earlier models; it also led one of its designers, John von Neumann, to the idea of an internally stored "memory" in the computer. Neumann's concept resulted in calculators with electronic tape machines and solid state circuitry, and was a key element of the postwar computer revolution.

The Army, one of the first organizations to employ computers on a large scale, contributed greatly to the techniques of data processing in such areas as personnel management, financial administration, and maintenance of medical records.



5th to 8th Grade

OVERVIEW:

Previous Knowledge: Some knowledge of modern

weather forecasting and research skills

Approx. Time: 6-8 hours **Group Size:** 4-5 students per group

Objectives: Students will be able to:

- 1. Demonstrate skill of 3-D art by creating a diorama
- Demonstrate knowledge of weather forecasting by describing their future weather stations and how they work
- 3. Demonstrate their knowledge of cause and effect by answering the base question in this unit, "How can weather forecasting change our lives?"

Materials: 1 medium size box per group; Assorted craft materials: tin foil, empty paper rolls, pipe cleaners, construction paper, glue, scissors, and a stapler.

Activities and Procedures:

Activity I

- A. Students research modern day weather stations, forecasters, forecasting equipment.
- B. Students divide into groups, choose craft materials to build future weather stations. Reinforce realism, creativity, and base question.

Activity II

A. Completed dioramas are presented to the whole class. Students should refer to base question and explain diorama details. Example: "We've built a machine to stop tornadoes because (fill in the blank).

Activity III

A. During diorama presentation and/or written form, students will discuss pros and cons of controlling the weather.

Tying it All Together:

Evaluation:

Teacher observation, post unit quiz, creating dioramas, presenting dioramas, anecdotal notes during group working time.

* created by Leslie Gonzales-White City HS, White City, OR

9th to 12th Grade

COMPUTERS ONLY DO WHAT THEY ARE TOLD!

Overview: Most students have difficulty following directions and few students have ever had the opportunity to give directions. They do not realize the importance of being precise.

Purpose: The purpose of this activity is to help students realize the need to be precise when programming a computer.

Objectives: As a result of this activity, students will:

- 1. Appreciate the importance of following directions.
- 2. Appreciate the difficulty of giving precise directions.
- 3. Confirm objectives 1 and 2 by writing and debugging a short computer program.

Materials: Four different geometric designs Activities and Procedures: This activity can be used in introductory programming using any computer language. It should take place before any programming is started.

Make four different geometric designs, each on a separate sheet of paper. The first should be quite simple (such as a hexagon). The following three should be of increasing difficulty with the fourth involving circles, lines, curves, and any other components you desire. Make enough copies of these figures for each student in the class.

- 1. Pick one student in the class to go to the chalkboard and one student to sit facing the back of the room.
- 2. Hand out the first geometric design to each student in the class and do not allow the student at the board to see it.
- 3. Have the student facing the back of the room (without looking at the board) give directions on how to draw the figure to the person at the board. Have that person draw along with the directions.
- 4. Repeat this procedure with the remaining three geometric designs. Allow other students to take turns drawing and giving directions. If the assignment becomes too difficult, allow the person giving directions to look at the board.

Tying It All Together: Have students write a simple program in the language being taught. When debugging the program, make sure the student understands the computer only did what it was being told.

* Created by Daniel Swomley -Hanover School, Colorado Springs, CO



Standard 1C Era 9

The student understands how postwar science augmented the nation's economic strength, transformed daily life, and influenced the world economy Grade Level/Therefore, the student is able to

9-12 Explore how the new relationship between science and government after World War II created a new system of scientific research and development.

5-12 Identify various pioneers in modern scientific research and explain how their work has changed contemporary society.

9-12 Examine how American technology ushered in the communications revolution and assess its global influence.

Civil Rights & Equal Opportunity



The U.S. Army has attained a level of racial integration, minority achievement, and woman's rights more than any other institution in the United States. Blacks, free and slave, were early participants in the various conflicts that sporadically broke out between the English colonies and their Indian and European rivals in North America. Their service continued even after independence had been declared and the new republic of the United States had been founded. Although there were early colonial and national laws to exclude blacks and Indians from military service, in times of danger or war white leaders willingly drew upon both these manpower sources. African Americans served with distinction in such major conflicts as the French and Indian War, the American Revolution, and the War of 1812.

Free blacks were paid the same as white Soldiers, while slaves who served with their masters' permission were often emancipated at the end of the war. After 1815, the federal government and various states prohibited African Americans and Native Americans from serving in the Army, Marine Corps or state militias. The lack of foreign enemies, racism, the removal of any Indian threat east of the Mississippi, and the growing concern, particularly in the South, about possible slave rebellions all combined to exclude blacks from military service in the four decades preceding the Civil War. The outbreak of the Civil War, however, would once again force white leaders to reassess the racial policies governing the nation's armed forces.

The opening shots of the Civil War fired at Fort Sumter, South Carolina, on 12 April 1861 once again raised questions on both sides of the conflict about the feasibility and wisdom of using African Americans and Native Americans in a combat role. From the beginning of the armed clash, both sides used African Americans for a variety of essential but often times menial support tasks. But neither side expected the war to last long enough to warrant the use of nonwhite combatants. What ultimately tipped the scales in favor of black participation was this first truly modern war's seemingly insatiable demand for manpower, along with President Abraham Lincoln's decision to transform the conflict from a fight to preserve the Union into a crusade to abolish slavery.

Though initially denied the right to bear arms in the first year of the Civil War, by the end of 1862 black Soldiers were fighting for the Union. Volunteer units from different states, along with the U.S. Colored Troops, went on to serve with distinction throughout the Civil War. Black Soldiers won a total of 15 Congressional Medals of Honor, while another seven African-American sailors were also honored for their heroism.

African Americans and Native Americans continued to join both the U.S. Army and Navy between 1898 and 1917, even though both services were beginning to cut back on the number of black and other minority recruits. In spite of the increasing racism, many minorities still viewed the military as a place where they could prove their individual ability and worth in service to their country. They also hoped to win greater social participation for all blacks through their military sacrifice. Unfortunately these hopes were not realized for most African Americans and minorities in the early years of the 20th century. Yet when the call to arms came on 2 April 1917, minorities again stood ready to give their lives for the freedom usually denied them. Although it was a tedious and frustrating process, one too often marked by cosmetic changes rather than real reform, by the end of WWII, the U.S. military establishment slowly began to make some headway against racial discrimination and segregation within its ranks. The stage was set for President Harry S. Truman's landmark executive order of 26 July 1948.

On 26 July 1948, President Harry S. Truman signed Executive Order 9981, establishing the President's Committee on Equality of Treatment and Opportunity in the Armed Services. It was accompanied by Executive Order 9980, which created a Fair Employment Board to eliminate racial discrimination in federal employment.

Segregation in the military services did not officially end until the Secretary of Defense announced on 30 September 1954 that the last all-black unit had been abolished. However, the president's directive put the armed forces at the forefront of the growing movement to win a fully participatory social role for the nation's African-American and minority citizens.

*Information compiled by the Army Redstone Arsenal, Military History Division

Women in the Military

Women have served in all of America's major conflicts. Beginning with the American Revolution - when women disguised themselves as men to join the Continental Army. Women were hired in medical service in wars of the 18th and 19th centuries, and during the Civil War, they were hired as foragers for supplies, cooks and seamstresses, as well as saboteurs, scouts and couriers.

In the Spanish-American War, a typhoid fever emergency forced the Army to recruit 1,500 women under a civilian contract. This led to the creation of the Army and Navy Nurse Corps in the first decade of the 20th century.

Women were first recruited as members of the armed services in World War I. More than 35,000 served in roles ranging from nurses to telephone operators to clerks. It was the first war in which American women served overseas. Some died of illnesses in the field hospitals. Many were decorated, including three who received the Distinguished Service Cross, a combat medal second only to the Medal of Honor.

More than 350,000 women served in World War II. This war saw the first female officers. More than 200 military women of the Women's Army Corps and Women Air Force Service Pilots died in action overseas or ferrying aircraft. Eighty-eight were held as prisoners of war.



The Tuskegee Airmen

American Heroes

"Tuskegee Airmen" refers to all who were involved in the "Tuskegee Experiment," the Army Air Corps program to train African Americans to fly and maintain combat aircraft. The Tuskegee Airmen included pilots, navigators, bombardiers, maintenance and support staff, instructors, and all the personnel who kept the planes in the air. The Tuskegee Airmen overcame segregation and prejudice to become one of the most highly respected fighter groups of World War II.

There were 996 original Airmen. These included pilots, bombardiers, and navigators.

450 served in combat overseas in the European Theater of Operations, North Africa, and the Mediterranean.

66 of the Tuskegee aviators died in combat.

33 Tuskegee Airmen became prisoners of war.

None of the bombers they escorted were lost to enemy fighters.

They flew 15,533 sorties between May 1943 and June 9, 1945.

They destroyed 251 enemy aircraft.

They sank a German destroyer using only their machine duns.

They disabled more than 600 box cars, locomotives and rolling stock.

They won more than 850 medals, including 150 Distinguished Flying Crosses, eight Purple Hearts, 14 Bronze Stars, 744 Air Medals and Clusters, and three Distinguished Unit Citations.

5th to 8th Grade

Women soldiers in the Civil War

Read <u>"Women Soldiers of the Civil War"</u> by DeAnne Blanton Found at http://www.nara.gov.

Read "Women in the Military" by Pamela Prewitt at https://www.patrick.af.mil/deomi/Observances & Demographics/Additional Resources/Gender Issues/wommil95.htm

Read "American Women in the Civil War, 1861-1865 http://gendergap.com/military/USmil3.htm#civil-war

Read "Remember the Ladies" http://www.geocities.com/Heartland/4678/kate.html

- 1. Discuss women disguising themselves as men to serve both in the Union and Confederate armies. How were women able to do this? Would women be able to serve as men in the United States army today? Explain.
- 2. The actions of Civil War Soldier-women were completely opposite of mid-nineteenth-century society's characterization of women as frail, subordinate, and passive. Describe how these estimated 750 female Soldiers were different. History written previously has tended to stereotype these female Soldiers as strange, mentally ill, and social misfits. Discuss how women are viewed if they do not follow traditional roles.
- 3. Two women who served in the Civil War as male Soldiers are best known and the most fully documented of all the women. They both served in the entire Civil War. Write a short biography on both Sarah Emma Edmonds Seelye (aka Franklin Thompson) and Jennie Hodgers (aka Albert D. J. Cashier).
- 4. What was the name of the woman Union Soldier who died in the Confederate prison in Florence South Carolina? Do more research on Confederate prisons such as Andersonville prison.

9th to 12th Grade

African-American Contributions to the Military

Share with students the information on blacks in the Civil War. Assign them to write one of the following:

- · a journal entry from a member of the U.S. Colored Troops
- · a letter from a U.S. Colored Troops Soldier to a son who wants to enlist
- an account of the role of black Soldiers for either an abolitionist or Confederate newspaper
- an interior monologue of the wife of a Soldier in the U.S. Colored Troops reflecting on the circumstances of her family during his absence.

Oral Reports

President Harry S. Truman's Executive Order 9981, issued in 1948, marked the transition of the black military experience from a period of segregated troops to one of integrated forces. The order provided for "equal treatment and opportunity for all persons in the armed services" and commanded the desegregation of the military "as rapidly as possible."

(Divide the class into six groups: Civil War, Indian wars, World War I, World War II, Korea and Vietnam, and Persian Gulf War. Assign each group the task of locating information about black troops engaged in these conflicts and presenting the information they discover in an oral report. Encourage creative presentations. Students should collect information about pay, equipment, service assignments, promotion potential, treatment of black prisoners of war, and the relation of combat service to the struggle for equal rights in each instance. Each group should attempt to locate statistical information about the numbers of black Soldiers in arms for their assigned conflict and the numbers of black casualties, decorations, and commissioned officers. Outstanding individual or unit contributions in engagements should be described as well.

*This lesson plan is in conjunction with the National Archives and Records Administration site. All necessary documents can be found at www.nara.gov. Go to search and type "Black Soldiers in the Civil War." Other information on African-American's in the Wartime can be found on various websites and books.



Standard 4A Era 9

The student understands the "Second Reconstruction" and its advancement of civil rights.

Grade Level/Therefore, the student is able to:

7-12 Assess the role of the legislative and executive branches in advancing the civil rights movement and the effect of shifting the focus from de jure to de facto segregation.

- 5-12 Evaluate the agendas, strategies, and effectiveness of various African Americans, Asian Americans, Latino Americans, and Native Americans, as well as the disabled, in the quest for civil rights and equal opportunities
- 9-12 Assess the reasons for and effectiveness of the escalation from civil disobedience to more radical protest in the civil rights movement

Annotated Bibliography

For further study, these standards-based teaching units offer more background information, lesson plans, and primary sources. Since the materials are reproducible, teachers need only own one copy of a title. See http://nchs.ucla.edu for ordering information.

American Revolution

- Ø The Great Experiment: George Washington and the American Republic
 - Students examine letters and public papers to appraise Washington's character, his military and political leadership, his contributions to the formation of a new government under the Constitution, and the evolution of his perceptions on the institution of slavery.
- Using Philadelphia and Pennsylvania as a case study, students have the opportunity to examine critical events leading to the outbreak of the American Revolution, the political maneuvers resulting in Pennsylvania's support of a declaration of independence, the revolutionary goals of different groups, and the economic issues confronting Revolutionary America. The unit is the result of a collaborative effort between NCHS and Lights of Liberty, Inc. in Philadelphia, an immersing nighttime "edutainment" experience throughout the Independence National Historic Park.
- Ø Causes of the American Revolution: Focus on Boston
 - By focusing on the Stamp Act riots, the Boston Massacre, and other incidents, students will use documentary materials to examine the events that defined British colonial relations between 1763 and 1775. The unit can be easily modified for use in a variety of secondary classroom situations. Drawing on testimony from court records, newspaper reports, private correspondence, Paul Revere's engraving of the Boston Massacre, and contemporary cartoons, the lesson plans will give students a "you-are-there" approach to the causes of the American Revolution.
- Ø Women of the American Revolution
 - Students explore the varied roles of women in the Revolutionary movement. From a variety of contemporary accounts, they discover that the struggle for American independence drew upon extensive support of and participation by women. Each of the lessons includes suggestions for activities to further the study of the active role of women in the events that led to the Revolution and the ways in which women participated in the war.

The Battle of New Orleans

Ø Slavery in the 19th Century

This unit examines the culture of slavery during the era of the Battle of New Orleans. Through a variety of documents, including letters by abolitionists, slave codes, parish records, and folktales, students will explore the effects of slavery throughout society in the first half of the nineteenth century. Includes lessons on African-American culture, slaves' resistance, abolition, and women's rights.

The American Civil War

- Ø Antebellum Women's Movement, 1820 to 1860
 - Women played an important role in the pre-Civil War abolition movement. This unit examines how the industrial revolution and the abolition movement led to changes in women's roles both within and outside the home. Students analyze and evaluate the impact of the women's rights movement in the antebellum era and link past and present by drawing connections to contemporary society.
- Ø Avenging Angel? John Brown, the Harpers Ferry Raid and the 'Irrepressible' Conflict
 To his supporters, John Brown was a Christian martyr who sacrificed his life for the emancipation of African
 Americas; his opponents viewed him as a deranged fanatic willing to inaugurate a bloody servile insurrection

to advance his blood-thirsty design. These lessons explore Brown from both perspectives, encouraging students to critically analyze sources.

Ø Abraham Lincoln and Slavery

A war-time president, this unit examines Abraham Lincoln's attitudes and actions regarding slavery, abolition, the use of African-American troops during the Civil War, and the development and implementation of his emancipation policy. Working with primary source documents, students encounter Lincoln's words in the context of his era.

The Spanish-American War

Ø The Philippine-American War

This unit examines the lesser-known Philippine-American War that followed the Spanish-American War. A bloody conflict broke out on the Philippine Islands between Filipino forces battling for independence. American troops were sent there to quell what they and many other American citizens viewed as a rebellion. This war lasted far longer than the Spanish-American conflict. Students are guided to examine the causes of the conflict between the American government and the Filipino independence fighters, the arguments for and against annexation of the Philippines, and the nature and impact of the resulting military conflict.

World War I

Ø In the Aftermath of War: Cultural Clashes of the Twenties

Through a variety of primary sources, including literary excerpts, advertisements, and trial transcripts, students learn about the fundamental changes in the 1920s that transformed the United States. Tensions between urban and rural populations, and between nativeborn and immigrant Americans, are explored through lessons on Prohibition, the Sacco and Vanzetti trial, and the Scopes "monkey" trial.

Ø The Harlem Renaissance

The causes of the Harlem Renaissance are complex. However, most agree that World War I played a role in African Americans moving to north to meet war production needs. Postwar, having experienced increased tolerance in Europe, African Americans moved to the comparatively more tolerant northern urban areas. Through a variety of documents, art work, poems, and music, students will study the evolution of the Harlem Renaissance in the 1920s and its role in defining African American cultural identity in the rapidly changing world of the early twentieth century.

World War II

Ø Women at the Heart of War, 1939-1945

This unit introduces students to Chinese, Russian, British, German, and American war sources, including letters, interviews, cartoons, and statistics. Students will consider how women responded as fighters, workers, patriots, and victims, as well as wives and mothers, to the demands of "total war" and how the parts they played in the conflict challenged traditional ideas about women's "proper role" in society. Students will reflect on some of the ethical dilemmas that wartime conditions may dictate.

The Korean War

Ø The Origins of the Cold War

Students analyze the cultural, political, historical, military, and economic factors contributing to the Cold War, as well as its effects. Documents include U.S. Senate Committee findings, Henry L. Stimson's appeal for atomic talks with Russia, George F. Kennan's "Long Telegram," Winston Churchill's "Iron Curtain" speech, Henry Wallace's questioning of the "Get Tough" policies, the Soviet Union's UN delegate's attack on U.S. policy, and the "Truman Doctrine" of 1947.

Ø Communism, Espionage, and the Cold War

This unit makes use of documents available for the first time since the end of the Cold War. The lessons shed light on aspects of the Cold War that up to now have been based on a limited documentary record. Lessons in the unit examine testimony before the House Committee on Un-American Activities, an

appraisal of textbook accounts of McCarthyism, and the Alger Hiss and Julius and Ethel Rosenberg espionage cases. The unit includes readings from the recently declassified Venona Project files and documents from the archives of the former Soviet Union.

O Infinite Patience, Indomitable Will: Ralph Bunche and His Struggle for Peace and Justice
An important figure in the early United Nations, Ralph Bunche was the first African American to win the Nobel Peace Prize (in 1951 for his work at the United Nations in brokering an Arab-Israeli armistice in 1949). Five lessons treat the young Bunche acquiring an education at the University of California, Los Angeles and Harvard; his work on Gunnar Myrdal's study of race relations in America; his United Nations work in ending the first Arab-Israeli War; his U.N. work in Africa and India in the 1950s and 1960s; and his involvement in the Civil Rights movement.

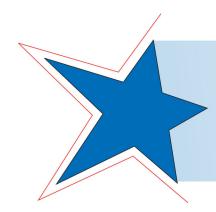
The Vietnam War

Ø The Vietnam War: A National Dilemma

Through the use of primary source documents, this unit introduces students to the key individuals and events that played a role in America's entry into, escalation of, and final withdrawal from the war in Vietnam. Using the presidencies of Harry S. Truman through Gerald R. Ford as its historical and conceptual framework, the unit traces the history of American involvement in Vietnam through five lesson plans, each of which examines the individuals and events germane to these specific presidencies.

Civil Rights

- Weeping them Apart: Plessy v. Ferguson and the Black Experience in Post-Reconstruction America Students study the effects of Reconstruction-era legislation on race relations in the late 19th and 20th centuries. In addition to the Plessy v. Ferguson decision, they examine protests by African-American legislators, and a letter to an Alabama editor by Booker T. Washington. They also examine Boston's School Board rulings, restrictive labor laws in the South, and a description of racial violence in New York in 1900.
- O Stride Toward Freedom: The Aftermath of Brown v. Board of Education of Topeka
 The landmark 1954 Supreme Court decision of Brown v. Board of Education overturned 50 years of segregation affirmed by the Plessy v. Ferguson case. Students will read Chief Justice Earl Warren's opinion on the case, the reaction to the ruling by the North Carolina legislature, as well as letters by ordinary citizens to President Eisenhower, a letter from Reverend Martin Luther King, Jr. to Vice President Richard Nixon, a letter from a Kentucky school teacher to the ICC, and the transcript of a speech delivered by President Kennedy.



Spirit of America Performing Units: The U.S. Army Band "Pershing's Own" & The 3rd Infantry Regiment (The Old Guard)

Participating Units

Spirit of America features performances by the U.S. Army's premier ceremonial units. Discipline and training are two words often closely associated with the American Soldier, and it is clearly demonstrated through the efforts of these units. Though these Soldiers make their performances seem effortless, it is only through countless hours of practice that they have become masters of their art.

From its earliest days, musicians and precision drill exercises have played a critical role in America's Army. Musicians kept time when they marched onto the battlefield and entertained Soldiers when they needed to rest. Drill ensured that Soldiers were prepared and moved as one unit. Through the pageantry of Spirit of America, the audience will be reminded of America's proud military heritage. Discipline, trust and timing have always been necessary for the U.S. Army to function properly.

The following is background information on the military units students will see performing.

The U.S. Army Band "Pershing's Own"

With one concise memorandum, General of the Armies John J. Pershing, chief of staff of the U.S. Army, ordered the creation of the U.S. Army Band. The general wrote, "You will organize and equip the Army Band." The band was the realization of a dream he had held since he was commander-in-chief of the American Expeditionary Forces in Europe during World War I.

"Pershing's Own" quickly won the hearts of the American people. As the senior band of the senior armed force, it led President Coolidge's inaugural parade in 1925, initiating a tradition that has been continued for every president since that date.

The band was ordered overseas in 1943 to entertain our fighting men and Allies. The overseas tour lasted two years and included



eight countries. In October 1944, the band performed in steel helmets near Metz, France, maintaining high morale for the troops during the Battle of the Bulge and was awarded battle honors for the Rhineland Campaign. The U.S. Army Band is the only Washington-based band ever to be ordered overseas to participate in a theater of combat operations.

The duties of "Pershing's Own" encompass an extensive variety of musical activities. It is the official band for most diplomatic and state functions in the nation's capital and performs musical honors for the arrival in Washington of foreign heads of state, diplomats and senior-ranking military officers.

Because of expanding musical missions since the band's inception, the band has expanded in scope and diversity establishing several performing ensembles to include The U.S. Army Concert Band, the U.S. Army Ceremonial Band, The U.S. Army Chorus, the U.S. Army Orchestra, the U.S. Army Herald Trumpets, the Army Blues jazz ensemble, the U.S. Army Chorale, the U.S. Army Strings, the U.S. Army Brass Quintet, and The U.S. Army Brass Band.

More than 6,000 times each year the many elements of "Pershing's Own" perform as musical emissaries representing the U.S. Army throughout the 50 states. They also performed for the first time since 1945 in a theater of foreign operations when members of "Pershing's Own" traveled to Southeast Asia to entertain troops in Uzbekistan, Kuwait and Afghanistan.

The 3rd U.S. Infantry Regiment (The Old Guard)

The 3rd U.S. Infantry Regiment, traditionally known as "The Old Guard," is the oldest active-duty infantry unit in the Army, serving our nation since 1784. The Old Guard continuously prepares for its contingency and infantry missions by conducting year-round tactical training. This ensures the highest standards and the tightest discipline in its Soldiers. In fact, The Old Guard's Bravo Company recently deployed in support of Operation Enduring Freedom to the CENTCOM area of responsibility to assist in the global war on terrorism.



As the U.S. Army's official ceremonial unit and escort to the President, The Old Guard represents the U.S. Army and the nation through ceremonies and special events thousands of times each year. Familiar sights in the nation's Capital, units of The Old Guard participate in official arrival ceremonies at the White House and the Pentagon for visiting heads of state and other foreign dignitaries. The Old Guard also participates in wreath ceremonies at the Tomb of the Unknowns and conducts funerals at Arlington National Cemetery.

The unit received its unique name from Gen. Winfield Scott during a victory parade at Mexico City in 1847 following valorous performance in the Mexican War. Fifty campaign streamers attest to the 3rd Infantry's long history of service, spanning from the Battle of Fallen Timbers to World War II and Vietnam.

Since World War II, The Old Guard has served as the official Army Honor Guard and escort to the president. In that capacity, 3rd Infantry Soldiers are responsible for the conduct of military ceremonies at the White House, the Pentagon, national memorials and elsewhere in the nation's capital. In addition, Soldiers of The Old Guard maintain a 24-hour vigil at the Tomb of the Unknowns, provide military funeral escorts at Arlington National Cemetery and participate in parades at Fort Myer, Va., and Fort Lesley J. McNair, D.C.

Along with these duties, The Old Guard presents historic theatrical productions to audiences in the Washington, D.C., area. One show, "Twilight Tattoo," is presented weekly during the summer on the White House Ellipse. The show is free and open to the public.

The Old Guard annually participates in more than 6,000 ceremonies, an average of 16 per day. Despite this arduous schedule, The Old Guard continuously prepares for its security and infantry missions by conducting year-round training, culminating in a rigorous evaluation of unit tactical proficiency. Because of this, Soldiers are as familiar with traditional infantry or military police duties as they are with ceremonial duties.

The black-and-tan "buff strap" worn on the left shoulder by each member of the 3rd Infantry is a replica of the knapsack strap used by 19th-century predecessors of the unit to display the units distinctive colors and distinguish its members from other Army units. The present buff strap continues to signify an Old Guard Soldiers' pride in personal appearance and precision performance that has marked the unit for more than 200 years.

A further distinction of The Old Guard is the time-honored custom of passing in review with fixed bayonets at all parades. This practice, officially sanctioned by the War Department in 1922, dates to the Mexican War in 1847 when the 3rd Infantry led a successful bayonet charge against the enemy at Cerro Gordo. Today, this distinction is still reserved for The Old Guard.

The U.S. Army Drill Team (The Old Guard)

The U.S. Army Drill Team, one of the 3rd U.S. Infantry Regiment's renowned specialty units, has earned international acclaim through its breathtaking routines with bayonet-tipped 1903 Springfield rifles.



Organized to support The Old Guard's ceremonial commitments, the Drill Team has thrilled millions of youngsters and proud Americans for more than 25 years with their daring and complex performances. When not performing for the president or visiting dignitaries and heads of state, the Drill Team travels extensively supporting Army recruitment, acting as "good-will ambassadors" for the Army and participating in major military and civic functions.

The Soldiers are selected for this elite team after six months of rigorous and competitive drill practice. Trim military bearing, strength and dexterity are mandatory for qualification to the Drill Team. For those selected for the team, the rigors of training never stop.

To execute their complicated routines as close to perfection as possible, the team practices constantly. The Drill Team performs a variety of intricate maneuvers that have extremely high risk factors. One such maneuver is dubbed the "daring front-to-rear

overhead rifle toss," and it is deserving of such a glorified title. During this dangerous routine, four members of the drill team alternately toss their spinning, 10-pound rifles from the front rank to the back, often as high as 15 feet into the air and 15 feet to the rear. Then four Soldiers in the back rank catch the revolving weapons one-handed in a true demonstration of courage and concentration. In most cases, revolution of the rifle ends as the bayonet arcs just past the Soldier's right ear.

Other noted drill sequences in the Drill Team repertoire include the manual of arms in unison and the Queen Anne Salute - a favorite of audiences young and old. Also, there is a specialty drill during which the drillmaster stands in the center of the formation surrounded by four Soldiers who toss their bayonet-tipped weapons above and around his head.

Marching cadence of the drill team is 140 steps per minute, considerably faster than the regulation march tempo. Timing must be letter perfect, as all routines are performed without vocal cadence or musical cues. Only the team's superb discipline enables its members to continuously challenge fate and win.

The Old Guard Fife and Drum Corps

The Old Guard Fife and Drum Corps is the only unit of its kind in the armed forces, recalling the days of the American Revolution as they parade in uniforms similar to those worn by Continental Army musicians.

Dressed in Colonial-style tricorn hats, white wigs, black leather neckstock, short waistcoats, overalls and red greatcoats, the Corps brings added dignity to official ceremonies. They perform at all White House arrival ceremonies, presidential inaugurations, Army full-honor arrival ceremonies at Fort Myer, Va., Army general-officer retirement ceremonies, and numerous other state and military ceremonies.



The 69-member Corps uses 11-hole wooden fifes, hand-made rope-tensioned drums and solid-brass bugles - all replicas of the instruments used during the late 1700s. The marching strength of the unit is normally 35 Soldiers and a drum major.

The most proficient drummer is chosen to lead the unit and is known by the title of "drum major." The drum major wears a light-infantry cap made of bear fur and leather, and as a badge of distinction, he carries an espontoon - a weapon carried by infantry officers during the 18th century. He uses the espontoon to issue silent commands to the Corps. He wears a white leather baldric, with drumsticks attached, across his body over his right shoulder. The drum major has the distinction of being the only Soldier in the U.S. Army authorized to salute with his left hand.

The music played by the Corps reflects the heritage of the Revolutionary War era, with Colonial tunes like "Drums and Guns," "British Grenadiers," "Hell on the Wabash" and "Yankee Doodle." This music has been carefully researched from original 18th-century documents to ensure authenticity.

The Corps also thrills audiences with new arrangements of modern tunes and has a breathtaking drum solo that is a real show of professional dexterity. The Old Guard Fife and Drum Corps is America in retrospect - rekindling the "Spirit of 76" in today's Army.

The Commander-In-Chief's Guard (The Old Guard)

On March 10, 1776, Gen. George Washington, commander-in-chief of the Continental Army, issued the following order to select a particular number of exemplary men as a guard for himself:



"The general is desirous of selecting a particular number of men as a guard for himself and his baggage. The colonel or commanding officers of each of the established regiments, the artillery and riflemen excepted, will furnish him with four, that the number may be chosen out of them. His Excellency depends upon the colonels - they should be drilled men."

With this order, Washington planted the seeds of a rich and illustrious military tradition, which is manifested today in the U.S. Army, in particular the 3rd U.S. Infantry Regiment (The Old Guard). The unit created by this order, officially known as the Commander-in-Chief's Guard, has a similar mission to the present-day 3rd Infantry Regiment.

The Commander-in-Chief's Guard was known semi-officially as "His Excellency's Guard" and popularly as "Washington's Life Guard" and "Washington's Body Guard." This unit was the first to contain men from all the colonies and not be sectional in

composition as was the rest of the Army. The unit was discharged at the end of the war in 1783.

As the nation entered its third century, the 3rd U.S. Infantry Regiment organized a replica of the Commander-in-Chief's Guard to honor the historically famous unit. The men of this replica unit come from Company A, 3rd U.S. Infantry Regiment at Fort Lesley J. McNair in Washington, D.C.

The Guard is organized into a 66-man company as prescribed by Revolutionary War Gen. Baron Friedrich Von Steuben, from whose war manual the Soldiers of Company A are trained. The Guard represents the Continental Army, which was a fighting force equal or superior to the professional European units of their day. It consists of

one captain, one lieutenant, three sergeants, three corporals, 58 privates, and a color team of one Ensign and five corporals.

The color team bears a replica of the flag of Washington's headquarters, which was carried throughout the Revolutionary War. The remaining Soldiers carry 12-pound replicas of the British Brown Bess musket, which has an effective range of 50 yards. Thirteen-inch bayonets, used for close-in fighting, are affixed to the muskets. Officers' sabers are also reproductions of those used during the period.

Soldiers of the Commander-in-Chief's Guard wear colonial uniforms, including white wigs, and participate in ceremonies and reviews at Fort Myer, Va., along with the rest of The Old Guard. The unit also performs firing demonstrations to illustrate battle during the Revolutionary War.

The Caisson Platoon of the 3rd U.S. Infantry Regiment

When the 3rd U.S. Infantry Regiment assumed the ceremonial detail and other functions of the Army's principal headquarters garrison at the end of the Second World War, the Caisson Platoon was formed to carry on the funeral traditions at Arlington National Cemetery. The last full-time active-duty unit from "the horse cavalry" of yesteryear, it is the platoon that bears the remains of past commanders-in-chief and America's fallen war heroes.

Most of the men and women in the platoon come to Fort Myer, Va., not as expert horsemen but as trained infantrymen or military-police



officers. The Soldiers undergo 10 weeks of training using the same techniques and training manuals as were used by horse-drawn Field Artillery up to World War II. After graduation, another month of training is required before Soldiers earn their silver spurs and take part in their first funeral. The hours spent in the cemetery in the saddle - a modified 1928 McClellan saddle - are but a portion of their duties, as they also maintain the stables and tack and care for the horses. Only after 500 funerals does a Caisson Platoon horseman graduate from silver to brass spurs.

The Caisson Platoon's herd of horses comes from ranch owners throughout the United States. Only a portion are resident in the CW4 John C. McKinney Memorial Stables at Fort Myer, Va.; the remainder are stabled at a training facility on Fort Belvoir, Va. While donated animals, including Morgans, Lippizans and Shires, made up most of the herd in earlier times, today the horses are selected and purchased for conformity, strength and temperament.

The favored horse is a draft cross, where the large, even-tempered Percheron is bred with the quarter horse. The horses are matched and sent out as teams of blacks or grays. The platoon is seen during Presidential inaugurations, state funerals, and special ceremonies and events.

Lesson Plan Ideas & Standards of Learning



The Spirit of America show and proposed music teaching plans correspond with the National Association of Music's national standards for music education. The following standards most exemplify the lessons learned from our show:

Grades 5-8

The National Association of Music lists nine standards for grades 5-8. Spirit of America focuses on standards 6, 7 & 9.

Standard 6. Content Standard: Listening to, analyzing, and describing music

Achievement Standard:

Students

- a. describe specific music events in a given aural example, using appropriate terminology
- b. analyze the uses of elements of music in aural examples representing diverse genres and cultures
- c. demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music

Standard 7. Content Standard: Evaluating music and music performances

Achievement Standard:

Students

- a. develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing
- b. evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer suggestions for improvement

Standard 9. Content Standard: Understanding music in relation to history and culture

Achievement Standard:

Students

- a. describe distinguishing characteristics of representative music genres and styles from a variety of cultures
- b. classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary
- c. compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed

Grades 9-12

The National Association of Music lists nine standards for grades 9-12. Spirit of America focuses on standards 6, 7 & 9 at the "Proficient" level.

Standard 6. Content Standard: Listening to, analyzing, and describing music

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Achievement Standard, Proficient:

Students

- a. analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices
- b. demonstrate extensive knowledge of the technical vocabulary of music
- c. identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques

Standard 7. Content Standard: Evaluating music and music performances

Achievement Standard, Proficient:

Students

- a. develop specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music
- b. evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models

Standard 9. Content Standard: Understanding music in relation to history and culture

Achievement Standard, Proficient:

Students

- a. classify music by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications
- b. identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them
- c. identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements

For More Information on the Standards visit: http://www.menc.org/

Suggested Music Lessons

The following two lessons can be completed by using patriotic songs from throughout U.S. History. Here is a short list of songs to get you started:

AMERICA (MY COUNTRY TIS OF THEE) AMERICA THE BEAUTIFUL **GOD BLESS AMERICA** YOU'RE A GRAND OLD FLAG BATTLE HYMN OF THE REPUBLIC THIS LAND IS YOUR LAND WHEN JOHNNY COMES MARCHING HOME YANKEE DOODLE STARS AND STRIPES FOREVER U.S. ARMY ANTHEM (THE CAISSONS GO ROLLING ALONG) GOD BLESS THE U.S.A. NEARER MY HEART TO THEE REMEMBER PEARL HARBOR THE UNKNOWN SOLDIER THE FLAG WITHOUT A STAIN

Musical Picture Book* Grade Level 5-7

Create a cover page for the students to write their name on. Either you can decorate it for the students and let them color it, or you can let the students decorate it on their own.

Use three to five different pages and type the name of the song from the song list above you will be listening too. Under the title, type the words, "While listening to this piece, the picture I painted in my head was _____." Let them fill in the blank with as many things as they would like, but they must write in a complete sentence. Let the rest of the page be for drawing the picture they described in the sentence. Make sure you Xerox a copy for each student.

There should be about 4-6 pages total for each student.

For assessment, you can hold up the better pictures of the group and let the students decide what song it fits.

The Music is My Muse- Music & Creative Writing** Grade Level 7-12

Students will understand how background music (as well as other outside influences) affect the mood of a piece of writing that they are working on.

^{*}Adapted from a lesson by Justin Roberts

Materials:

Four (can use more) pictures from magazines or books that could tell a good story

= 86 Majestically

- · Pictures from military magazines
- · Current events dealing with military troops, or pictures of a military conflict from around the world
- · Pictures of patriotic American life
- · Four pieces of patriotic music that have a different mood (ex: find songs from the above list, or other patriotic songs that could be happy, calm, angry, and foreboding).

Lesson:

Split the class into groups of 4 or 5 students each. Give each group a picture. Tell them that they will need to listen to the music and then write about the picture for 30 seconds while the music plays. Play the first music piece while students write. Stop the music and move pictures to new groups. Play second kind of music while students write about second picture. Repeat until the students have written to all four kinds of music.

Make a chart on the board for each picture for discussion purposes.

Questions for discussion:

"Who wrote about this picture (hold up a picture) with the first music?"

"How would you describe the mood of that music?"

"What were your stories about?"

You can also write plots in the chart for that particular picture and music combination. Then ask who wrote about that picture with the second music. Describe mood and fill in plots. Continue until all picture plots are gone through with all music selections.

Point out the different plots for each picture story with the different music. Point out that how we're feeling, the music we listen to, the shows that we watch, etc., can affect how we express ourselves in our stories.

**Adapted from a lesson by Jennifer Blake





Spirit of America has joined with the National Anthem Project and the National Association for Music Education (formerly MENC) to promote music education and the singing of the National Anthem as a platform for promoting the responsibilities of citizenship. MENC, the world's largest arts education association and the only one that addresses all facets of music education, spearheads the project and endeavors to shine the spotlight on the importance of school music programs, as this is where most Americans learn the national anthem and other patriotic songs.

The Star Spangled Banner 1814

Words by Francis Scott Key, Music by John Stafford Smith

O say, can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming?
Whose broad stripes and bright stars, through the perilous fight,
O'er the ramparts we watched, were so gallantly streaming?
And the rocket's red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there.
O say does that star spangled banner yet wave
O'er the land of the free, and the home of the brave?

On the shore dimly seen through the mists of the deep. Where the foe's haughty host in dread silence reposes, What is that which the breeze, o'er the towering steep, As it fitfully blows, half conceals, half discloses? Now it catches the gleam of the morning's first beam, In full glory reflected now shines in the stream: 'Tis the Star-Spangled Banner! O long may it wave O'er the land of the free and the home of the brave.

And where is that band who so vauntingly swore
That the havoc of war and the battle's confusion
A home and a country should leave us no more?
Their blood has washed out their foul footsteps' pollution.
No refuge could save the hireling and slave
From the terror of flight, or the gloom of the grave:
And the Star-Spangled Banner, in triumph doth wave
O'er the land of the free and the home of the brave.

O thus be it ever when freemen shall stand
Between their loved homes and the war's desolation!
Blest with vict'ry and peace, may the Heaven-rescued land
Praise the Power that hath made and preserved us a nation.
Then conquer we must when our cause it is just
And this be our motto: "In God is our Trust."
And the Star-Spangled Banner in triumph shall wave
O'er the land of the free and the home of the brave!

Message from the National Anthem Project

Welcome to The National Anthem Project, the campaign to get America singing "The Star-Spangled Banner" while spotlighting the important role music education plays in giving Americans our patriotic voice. Did you know a recent Harris poll shows that two out of three American adults don't know all of the words to "The Star-Spangled Banner" - and many more don't know which song is our anthem or why it was written? Many of those who do say they know the words say they learned patriotic songs in music class. The National Association for Music Education (MENC) wants all Americans to know our National Anthem and take pride in singing it together - and wants all Americans to have access to music in school!

We have an exciting campaign, and we are supported by some of the country's leading organizations - including the First Lady, who is serving as our Honorary Chairperson, the Smithsonian's National Museum of American History, The History Channel, Girl Scouts USA, the Walt Disney Company, and the American Legion, to name a few.

Please join our effort to restore America's voice and ensure a quality music education for all of our children.

Visit http://www.nationalanthemproject.org/ to support the campaign







The Inspiration

The song of our nation was penned by Washington attorney Francis Scott Key at a dramatic moment during the War of 1812. On the night of September 13, 1814, Key watched as our country was attacked by the British navy at Fort McHenry. After watching the rockets' red glare and bombs bursting in air throughout the night, dawn broke. Key was expecting to find Baltimore firmly under British control, but was stunned to see a battered but still flying American flag waving in the sunrise. So inspired was Key that he wrote the poem, "The Star-Spangled Banner." Set to a tune attributed to John Stafford Smith, "To Anacreon in Heaven," it became America's national anthem in 1931.

Quick National Anthem

Objective: The learner will demonstrate the recognition of patriotic songs and the use of persuasive language.

Materials: Copies of the lyrics of the U.S. National Anthem

Anticipatory Set: The students should start the lesson off by singing the national anthem. This can be done during music class.

Lesson questions:

- 1. Ask the students what they feel when they sing the national anthem.
- 2. Ask the students what they think that their grandparents feel when they sing the national anthem.
- 3. Answer questions about reaction to the tune of the national anthem. Reflect on what older generations would feel.
- 4. Display the words of the national anthem and ask the students to pick out words that they feel causes their emotions of pride, or their grandparents emotions of pride in their country.
- 5. Ask the students to report their answers to the class and write these on the board.

Report back to class on what their group discussed.

6. Discuss the use of symbolism in the songs. What are common symbols of patriotism? - Discuss quickly with one other person and report back to the class.

Extra Follow up lessons:

- 1. Have students work in groups to review patriotic songs about the United States ("America the Beautiful," "The Battle Hymn of the Republic," etc.) to determine if any of these might be better as our national anthem. After hearing or reading each piece (including the "Star Spangled Banner"), have the class choose an anthem.
- 2. Have students research your state anthem or song. Compare the purpose of a state anthem with the purpose of a national anthem.
- *Adapted from a lesson by Sarah Higgins and U.S. Peace Corps